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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume VI present the following articles: (1) "Focus: Central Ohio Technical College," by Lee Hall; (2) "The S-((s))-S-S Method of Improving Teaching," by Phillip A. Sinclair; (3) "Against Vocationalism: Humanities and Career Education," by Arnold Wilson; (4) "A Proper and Harmonious Use of Systems Analysis," by Ralph C. Simon; (5) "Improved Humanities for Technical Programs!" by Lloyd Monnin; (6) "Issue: Should Patriotism Be Taught in Our Schhols? If So, How Much?" by Howard L. Hurwitz; (7) "Focus: Clark Technical College," by Jack Kramer and Harry Carter; (8) "Man and Moral Behavior: A Traditional Interdisciplinary Course!" by Barbara A. Garwood; (9) "Public Records in Ohio," by James A. Conser; (10) "Technical Education Graduates Have Class," by Richard M. Libby; (11) "The Educational Trek," by Robert D. Klingensmith; (12) "Coping with the Ethics of Decline," by Maurice Arth; (13) "Issue: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?" by Mary Ann Fagg and E. Gordon Brooks; and (14) "On-Site Mathematics Course Offered: Opportunity for the Non-Traditional Student," by Charles W. Zimmerman. (UCM)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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VOL. VI NO. 1 FALL 1980

VOL. VI NO. 2 SPRING 1981

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OATYC JOURNAL

VOL. VI NO. 1 FALL 1980

THIS ISSUE

COMMENT
Challenge of the '80's

TEXT
FOCUS: Central Ohio Technical College

The S-[s]-S-S Method of Improving Teaching

Against Vocationalism: Humanities and Career Education

A Proper and Harmonious Use of Systems Analysis

PRACTICUM
Improved Humanities for Technical Programs

FORUM
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Teaching Patriotism: Not Nostalgia, But Necessity

PLUS ONE
The Language of the Want Ads

REACTION
Public Relations at Terra Technical College
[A reprint by popular demand]

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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Help Us With the Planning!

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On-Site Mathematics Course Offered: Opportunity for the Non-Traditional Student

Man and Moral Behavior

Public Records in Ohio

Technical Education Graduates Have Class

PRACTICUM
The Educational Trek

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Coping with the Ethics of Decline

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Issue: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?

REACTION
Response to "The 4-S Method of Improving Teaching"

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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Let's Do It Together: Join Us!

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

of the
Ohio Association of Two-Year Colleges

VOL. VI NO. 1 FALL 1980

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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OATYC JOURNAL, FALL 1980, Volume VI Number 1

Table of Contents

COMMENT:

Challenge of the '80's, Sharon Darmofall, OATYC President-Elect, Lorain Community College 3

Fall Conference Schedule 4

TEXT:

FOCUS: Central Ohio Technical College, Lee Hall, Central Ohio Technical College and Ohio State University Newark Campus ... 5

The S-(s)-S-S Method of Improving Teaching, Phillip A. Sinclair, Community and Technical College, The University of Toledo 8

Against Vocationalism: Humanities and Career Education, Arnold Wilson, University of Cincinnati 13

A Proper and Harmonious Use of Systems Analysis, Ralph Simon, The Michael J. Owens Technical College 17

PRACTICUM:

Improved Humanities for Technical Programs, Lloyd Monnin, Clark Technical College 19

FORUM:

Issue: Should Patriotism Be Taught in Our Schools: If So, How Much?
Teaching Patriotism: Not Nostalgia, But Necessity, Dr. Howard L. Hurwitz, New York Public Schools 22

PLUS ONE:

The Language of the Want Ads, Crad Kilodney 26

REACTION:

Public Relations at Terra Technical College, Kenneth H. Hahn, Terra Technical College 32

1980 Conference Registration 18

OATYC Benefits and Purposes 36

OATYC Journal Campus Solicitors 37

Information for Prospective Contributors 38

1980 OATYC Officers and Board Members 39

OATYC Application for Membership 39

COMMENT

CHALLENGE OF THE '80's

Sharon Darmofall,
OATYC President-Elect

Dear Colleague:

To meet the challenge of the "Decade of the '80's," two year colleges must keep pace not only with changing technology but with changing college populations. In the 1980's both recruitment and teaching methods must be geared more and more to the "non-traditional" student. This will necessitate the innovation of alternative educational methods to counter tightened budgets and declining enrollments of "traditional" students.

As president-elect of OATYC, I have scheduled conference programs for our November 7, 1980, conference at the Lorain County Community College, Elyria, Ohio, which address these issues.

It is our intent to make this 1980 conference innovative, informative, and challenging. Attend the conference; bring your colleagues; share your ideas with us; and experience the challenge of the "Decade of the 80's."

In addition to supporting the conference, OATYC members are encouraged to support, contribute to, and share experiences, problems and solutions with other OATYC members through the JOURNAL.

In meeting the challenge of the '80's, management of both time and money become increasingly necessary.

Sharon Darmofall
President-Elect, OATYC
Associate Professor of Sociology
Lorain County Community College
Elyria, Ohio 44035

Ohio Association of Two Year Colleges
Fall Conference - Friday, November 7, 1980
Lorain County Community College

8:30- 9:30 Registration and Coffee

9:30-10:15 Concurrent Workshops

1. "Full time Faculty Perception of Continuing Education Programs in Ohio Community Colleges" Dr. Dennis Michaels, Director, Child Guidance Center - Amherst, OH
2. "Student Involvement in Forensics at Two Year Colleges," Diann Schindler, Division of Language & Humanities - Lorain County Community College
3. "Managing Change in a Scarce Economy: Implications for Curriculum Reform," Charles E. Fye, Chairperson, Social Science/Public Service; Dr. Daniel J. LaVista, Chairperson, Language & Humanities, Lorain County Community College

10:30-11:15 Concurrent Workshops

1. "Part time Faculty: Use and Abuse," Susan McGough, Director of Community Education, Lorain County Community College
2. "Urban Community Development: Roles and Strategies for the Community College," Dr. Rae Rohfeld, Ms. Stanli Becker, and Dr. Brian Donnelly, Cuyahoga Community College

11:30-12:15 Concurrent Workshops

1. "Making the Humanities Palatable for Technology Students," Dr. Lloyd Hubenka, Tom Preisser, Joe LaBriola, and Fanny Kisling, Sinclair Community College
2. "Labor Studies," Dr. Robert L. Ferrar, Dean, Business Technologies, Sinclair Community College
3. "Time Management for Educators," Doug Anderson, Director, Business & Public Service Technologies, Marion Technical College

12:30- 2:00 LUNCHEON

2:15- 3:00 Concurrent Workshops

1. "One Plus One: An Introduction to A New Communications Text," Dr. James Fullen, Central Ohio Technical College
2. "Stretching Your Acquisition Dollars for Learning Resource Media Centers," Ralph Simon, Owens Technical College
3. "Early Field Experience for the Community College Teacher Education Major," Dr. Richard McCarbery, Prof. of Psychology, Lorain County Community College; Ms. Cathy Dietlin, Supervisor, Secondary Education, Lorain City Schools

3:15- 4:00 Concurrent Workshops

1. "Subliminal Persuasion: a VideoTape for Psychology, Communications, Business & Management," Dr. Mark B. McKinley, Assoc. Professor of Psychology, Lorain County Community College
2. "The Challenge of the Division/Department Chairman's Role in the Two Year Technical College," Robert Pond, Central Ohio Technical College

4:00- 5:30 President's Reception

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TEXT

FOCUS: CENTRAL OHIO TECHNICAL COLLEGE

Lee Hall

In each edition, the JOURNAL features a two-year college campus in Ohio. This issue takes you to visit the Central Ohio Technical College, Newark. The Central Ohio Technical College shares the Newark Campus with the Ohio State University.

Founders Hall on left and Hopewell Hall on right

Central Ohio Technical College, located in the western part of the city of Newark, is a state-supported, two-year, associate degree granting college chartered by the Board of Regents in 1971 as a part of a state-wide effort in Ohio to meet the increasing demand for technicians in a period of rapid technological development. COTC was created in direct response to a demonstrated need for high quality, low-cost, technical education in Ohio.

COTC is an integral part of a state-wide system of two-year campuses whose purpose is to bring higher education opportunities to all high school graduates who desire and demonstrate an ability to benefit from them.

One of the fastest growing technical colleges in Ohio, COTC grants two-year associate degrees in 24 different technologies in the divisions of business, health, engineering, and public service.

COTC is accredited by the North Central Association of Colleges and Schools. The COTC nursing program is accredited by the National League for Nursing. The Radiographic Technology program is accredited by the Council on Medical Association and is approved by the Joint Review Committee on Education in Radiographic Technology, (X-Ray).

The faculty of COTC reflects a careful blend of academic and work experience. Each faculty member has at least one degree in his/her teaching field as well as a number of years of career experience.

Although Central Ohio Technical College and The Ohio State University-Newark combine to form The Newark Campus, sharing physical facilities and some personnel, each institution is independent of the other and autonomous. The two institutions have separate Boards of Trustees and faculties.

The chief administrator of The Newark Campus is Dr. Julius S. Greenstein. He is both President of Central Ohio Technical College and Dean/Director of OSU-Newark. Dr. Richard M. Libby is Dean of Central Ohio Technical College.

The campus operates under a "one student body" concept outside of the classrooms in which all non-academic privileges and opportunities are available to students in both colleges.

COTC and OSUN share facilities on the 155 acre Newark Campus which include three modern and well-equipped buildings, conditions vital to excellent technical education.

The three buildings on the campus are Founders Hall, Hopewell Hall, and Adena Hall. Founders Hall, completed in 1968, houses classrooms, general administrative and faculty offices, library, art gallery, auditorium, and some laboratories. Hopewell Hall, which opened in 1976, provides classrooms, faculty offices, up-to-the-minute laboratories, dining facilities, and a student lounge. Adena Hall, the newest facility, which opened its doors in the fall of 1978, contains a gymnasium, more classrooms, laboratories, faculty offices, and a child-care center. The Child-Care Center, which accepts children 2½ years to kindergarten age, makes it possible for parents of young children to attend college more easily.

The laboratories are designed for learning comfort but with an eye to the working environment students may encounter upon graduation. Central Ohio Technical College and Licking Memorial Hospital cooperate to provide excellent facilities and experience for students in the health programs. Involvement with local industry widens COTC's scope through the participation of employees as members of the College's Curriculum Advisory Committee, as part-time instructors, and by providing industrial sites for special lab work by students. The generous cooperation COTC receives from the Newark community enables the College to continue to offer the most up-to-date technical education possible.

The Newark Campus also operates a Continuing Education Division which offers noncredit courses for personal, professional, and cultural enrichment.

The Newark Campus Library contains over 40,000 volumes and suscribes to over 400 periodicals. The library is designed to be a center for research as well as a haven for study.

The College's student population reflects a nationwide trend, with increasing numbers of non-traditional students enrolling each year.

Since the average age of COTC students is 27½ to 28 years, approximately 60% of the students attend class on a part-time basis, and evening classes are available to accommodate students who wish to attend classes after work. Most programs are available in a full-time, two-year sequence or on a part-time evening-study basis.

Financial Aid and work study programs are available. Financial Aid may take the form of a grant, employment, and /or loan.

Any person 60 years or older may enroll tuition free on a non-credit, space-available basis.

COTC - Newark Campus
Adena Hall

While the college primarily serves three counties - Licking, Knox, and Coshocton - the majority of students come from Licking County.

COTC operates a program of off-campus evening courses in Mt. Vernon (Knox County) and Coshocton (Coshocton County) to better serve residents of those counties.

COTC, entering its 10th anniversary year, has experienced an enrollment growth from 114 students in its first class (Autumn Quarter 1971) to 1,108 students in the Autumn Quarter of 1979. An increase in enrollment is expected for Autumn Quarter 1980.

In June, 1980, 178 graduates received Associate Degrees from COTC-in contrast to the 25 candidates who were graduated from COTC in its first graduating class (1973).

COTC has several innovative programs designed to serve the community better. A cooperative work - study program in Industrial Engineering Technology between COTC and The Newark Air Force Station was designed to prepare students for careers in technical occupations by alternating periods of academic study and work experience. This program can lead to permanent positions at the NAFS for students successfully completing the program. An in-plant training program has been implemented at Kaiser Aluminum and Chemical Corporation and is in its second year. The Division of Engineering also has established an apprenticeship training program at Owens-Corning for electronics maintenance apprentices.

Through the input of Advisory Committees consisting of business and industrial leaders, COTC tailors programs and courses to fit the needs of potential area employers.

Graduates of COTC programs qualify for a wide variety of well-paying technical positions. An exceptionally high percentage of COTC's graduates find jobs in their technological field. COTC alumni are working successfully in business, industries, and health care facilities in this area, throughout the state, and as far away as California and Texas.

Lee Hall
Coordinator, News and Information
The Newark Campus
Newark, Oh 43055

THE S-[s]-S-S METHOD OF IMPROVING TEACHING

Phillip A. Sinclair

Frequently, I think that the suggestions I'm about to lay before you have no home. The powers who could bring about their adoption -- deans, presidents, faculty members, students -- are so entrenched in habit that they simply will not, perhaps cannot, deviate from long-established guidelines. Nor are the above-mentioned "powers" alone in their submission to the status quo; the syndromes and myths inhibiting them are the same that govern us all. For example, there are many presidents who will not tangle with faculty power, many deans who cannot afford to retire on their meager resources. Moreover, there are many faculty members who are fearful of change, who are secure behind academic privilege -- who jealously guard their prerogatives and hate the mavericks among their peers.

Even the principle of gradualism -- a theory which posits that two apparently opposite arguments are in fact related through other theories possessing characteristics of both -- does not seem to have had much influence on teaching in the United States. On the contrary, there is far more evidence of a desire to maintain the status quo, regardless of cost. Nonetheless, I'm hopeful that there is one dean somewhere who will incorporate some of these suggestions into a junior-level course titled, "How to Teach 301." I'm hopeful that there is one president with the necessary political acumen and clout to force a portion of his faculty to change in this direction.

Finally, I'm hopeful that each of you will never be quite the same and that you will adopt one or more of these techniques into your own systems.

Vague as it may seem to faculty members untrained or inept in the art of communicating, there is an effective way to convey ideas and information. For example, you have all seen bland, uninspiring signs reading, "Don't Litter," to which you probably pay little if any attention. In any transmission of information, it is axiomatic that interest creating impact is the most important element; it is the impact of the selling message that sells, and by extension the impact of the instructor that compels, maintains interest, and ignites the spark of retention. Twenty-three hundred years ago Aristotle dictated that "You don't persuade people through their intellects; you do it through their passions!" Accordingly, the impact and effectiveness of this litter sign is markedly improved by changing it to: "Littering is a Nasty Habit! Don't Do It!" Thus a weak transmitter of information is changed into one that communicates, persuades, and perhaps even entertains. This is the name of the game; this is instruction with impact, with motion.

The Methodology

There are four fundamentals to improving one's classroom instruction: **S** -- **style, [s] -- showmanship, S -- simplicity, and S -- specificity.** Deliberately planned and well executed, these fundamentals give any instructor's classroom presence the feel of motion; they build an electric quality.

STYLE

The most important of these fundamentals is style. Style dictates how much an entire class reflects the instructor's concern, his "caring-about-students" attitude. From style, students come to recognize an instructor's authority, his interest-building capabilities, and their own improved understanding and retention. An instructor should learn to deliver his messages in a variety of tones in order to suggest the different nuances of the information he conveys. He needs a specific but wide vocabulary and a sprinkling of humor with which students may identify and enjoy.

The following exchanges suggest the kind of style I am describing:

"Hey, man!"

"Perhaps we can all get out of here early today."

"You're all in the right groove; keep up the good work."

"Darned good question, Mr. Jones. Did the rest of you hear it?"

"Have a good weekend; see you next Monday."

"I'd welcome you in any of my classes."

"You look plenty smart to me; you're just not using all of your abilities."

"Let's take a vacation. No assignment this weekend."

"Mr. White, if you feel I'm imposing on you, mark that question correct."

"Good morning, Mr. Jones (as late student enters). So good of you to come to class."

"Ms. Smith chewed me out for holding the class overtime yesterday. I'm afraid to keep you any longer.

"Uh, oh. Ms. Brown is putting on her coat. Time to go."

"Let's say Ms. Black leaves here in another ten minutes (prof looks at his watch). She's tired of listening to me talk, so she goes to the nearest bar for a bottle of beer. Now she begins to study. . .(be sure to select the most demure or prettiest girl in the class).

Style is evident the moment an instructor walks into the classroom; it is the outward expression of his personality. More importantly, it is the cocoon that students build around him in their minds. Ideally, an instructor's style should combine liveliness, intrigue, humor, fairness, friendliness, and the projection of something that will build a better future for individual students. It is a promise of help in solving problems.

SHOWMANSHIP

The small "s" in the methodology is a part of style, and it may be the most important of the four elements; it stands for **showmanship.** Like the word "entertainment" (entertainment in a classroom, that is), showmanship scares the daylights out of some teachers: they resent being called upon to entertain

or perhaps have fallen out of the habit. Yet showmanship feeds all of the other "S's"; it enhances style, colors simplicity, and points up specificity. Justification for adding showmanship to your teaching style lies all around. Indeed, the search for entertainment seems to be a keynote of modern American culture. We live in a time of motion, competition, color, heightened style, creativity, and outstanding ability, all of which join to build vibrations which penetrate the observer's emotional apparatus.

In fact, competition from electronic circuitry and diversified entertainment is so great that the starchy, degree-laden, lecturing instructor can no longer ignore this shift in values and approach. McLuhan was correct: We live in a world of instantaneity. There is little patience displayed by youth today, the patience, that is, to struggle through years of acquiring knowledge and the customary academic rewards. Accordingly, as J.R. Davis has noted,"Teachers who take into account the way the mind works will be far more effective than those who just stand up and talk."

Lecturing, to be sure, is part art but mostly science. Those who employ lecturing as their sole teaching technique need to recognize it for what it is: a highly complex and usually tiresome (for the student) means of transmitting and receiving information. For most college teachers, lecturing is like throwing the shot; they spend all of their time getting together a very heavy message and then just fling it. Lecturing, ideally, should be more like throwing a frisbee. The message has to be delivered in such a way that it can be caught and hopefully returned.

Showmanship, of course, may not come naturally to some instructors. Yet all of us should realize that such a technique emanates from the condition of caring, caring enough about your students and your responsibility to rev-up your classroom performance. Now I'm not suggesting that we can all be Steve Martin, but every teacher has his own style from which showmanship can originate -- if he lets it.

Essentially, the question for you to ask yourself is: Am I presenting a canned address or transferring usable information? Am I lecturing, or am I educating?

SIMPLICITY

Calculus, chemistry, physics -- these are disciplines which probably cannot be further simplified. Mastering these subjects requires for most of us a good deal of long, hard study. In other, less technical subjects, a greater degree of variation and improvisation is possible. Levels of describing, presenting, and analyzing can be built into any subject, as the following statements demonstrate:

The Image	How Delivered
1. "I gave him a thrashing."	a generality, said matter-of-factly
2. "I delivered an uppercut."	simpler, said with some pride; shows greater skill
3. "I gave him a solid upper-cut to the chin."	more definite
4. "I gave him a ten-pound uppercut with my right fist."	begins to glow with details and and evaluative quality
5. "I gave him a knock-out blow to the chin with my right fist."	now quite specific
6. "Uppercut with right hand -- bye-bye to his chin-- he hit the deck."	slang, quickly understood
7. "The old sleeperoo -- bye-bye."	dramatic, efficient -- simplicity achieved through slang

In Madison Avenue's world of motion there is a phrase that states specifically what an instructor should try to do: "beguile with simplicity." This is Neiman-Marcus copy, Bloomingdale's excitement, the sparkling quality of Mozart's Nachtmusik, the modernity of lines by poets Thom Gunn and e.e. cummings. There is a skill, an art perhaps, to building images. In Marketing, the adjective describing this skill is heuristic. Heuristic marketing offers images or demonstrations that persuade and compel by relying on more than dry, logical arguments. The professor who teaches marketing can reduce this process to a simple concept: bias/persuasion versus fact/logic. But does he? Not as a rule. Students complain about having to look up definitions of such terms, believing that the instructor should have presented them in a simpler, more direct manner. Of course, a simple definition at times can show that the instructor indeed does care. But, as a study conducted at Pennsylvania State University confirmed, excellent results may sometimes be achieved by simply using a better illustration:

> The results of this evaluation indicate that the use of illustrations to compliment oral instruction is an effective way to improve achievement to those specific educational objectives that are measured by the drawing, identification, and total critical tests.
>
> --Francis Dwyer, *JOURNAL of Experimental Education*

A history teacher might consider the technique of reducing characters in World War Two to one or two. If he is talking about the British spy who almost assassinated Hitler, the instructor might characterize him thus:

> Henry Hurlingame? Well, let me tell you: Henry was so tight-fisted, he wouldn't go hunting unless he could buy used bullets at a second-hand store. I'll bet he had a tough time pulling that off in Nazi Germany.

or:

> Neville Chamberlain, the Prime Minister of Great Britain at the start of World War II? When he was headmaster at Gordonstoun, one of Britain's

best public schools, he was so cheap that he put red bulbs in the johns so that his employees couldn't spend time reading there.

Again, an English teacher might simplify things when he comes to one of Shakespeare's great scenes, for example that where Lady Macbeth says: "Out, out damned spot!" Instead of saying, "Ah, sublime! Ah, tragic! What poetry!" he might say:

> . . .now, the scene where Lady Macbeth washes her hands in an attempt to cleanse herself of Duncan's blood and of participation in his murder. (Intensely) Imagine, if you will, former President Nixon in the White House during the summer of 1974. He wrings his hands; he offers supplications; he seeks purification. The important thing here is that Lady Macbeth was, and Richard Nixon was, and still is, a human being full of weaknesses and contradictions.

Teaching is still a matter of reducing a day's content to manageable, meaningful proportions. It is a matter of dealing with one or two points, dramatically clothed and made relevant. It is a matter of frequent interim summaries, citing key points, and a final summary. To each class session there is an open, a middle portion, a summary, and a conclusion.

SPECIFICITY

Students enrolled in liberal arts programs complain more about teaching quality than do those enrolled in the sciences. After all, physics, astronomy, and chemistry are by nature highly specific. But the open areas in so many liberal arts courses give rise to wobbly understanding, and it is in these grey areas where teaching difficulties arise. This is partly due to the generation gap, partly to lack of teaching skill. For example, there is no way to communicate with a demographic entity; the instructor must communicate individually and personally. And why this is so difficult over a quarter's period of ten weeks with only 25-30 students in a class is not quite clear, even though communicative principles partially explain it.

Instructors rarely tell students anything startling; they just get students to think about information that they already possess to some extent. This, in spite of Max Weber having said: "It's the duty of the teacher to bring up inconvenient facts." As a result of this tendency, an instructor is liable to confirm preconceptions and thus suffer communicative failure. But one does not think about a Cadillac the same way he thinks about Pepsi-Cola. One does not teach building with Tinker Toys as he teaches building with chemical elements. The message has to be true, or at least appear true, on students' terms, not just in the instructor's hand. And it has to appear true on the basis of what students already know. It is possible to discuss and illustrate a lifestyle with which a student audience can identify. In short, facts deny spirit and soul in teaching, and spirit and soul are what being a teacher is all about. It is adding extra values, extra dimensions, extra insights to otherwise bare facts, facts that otherwise students might be too bored to grasp and retain if presented in a dry-as-dust manner.

In conclusion, we must recognize that today's students, full of emotion and energy, need patient concern for their fundamental beliefs and interests, some if not all of which might be terribly jumbled. They need someone to help them build their self-images, someone who holds them in esteem, someone who endures their mistakes and cheers their triumphs. Most of all, they need someone who delivers and renews knowledge in style, with simplicity, but **specifically**. In short, students need teachers who like them and who care about them, teachers who do not leave them disappointed, bored, and frustrated. They need teachers who can convey the importance of their studies, and who can do this in an interesting, enjoyable manner. One way to meet this need might be to follow the steps outlined herein.

Phillip A. Sinclair
Professor
Community and Technical College
The University of Toledo
Toledo, OH 43606

AGAINST VOCATIONALISM: HUMANITIES AND CAREER EDUCATION

Arnold Wilson

There has been a good deal of discussion about the role of the humanities in professional and technical education -- especially in the two-year colleges. One of the reasons that this discussion is so protracted is the inability of some who teach in these disciplines (philosophy, history, English, and their running mates) to explain what it is that the humanities are and do, except to say that it is what the humanities departments do. Some of these "humanists" are so unable to imagine students properly doing anything in college besides studying whatever it is they teach that they cannot take seriously any request to justify their contribution to a college education.

Yet, there are more and more people who are beginning to conceive of college education exclusive of the humanities. These people advocate vocationalism. They believe that the purpose of post-secondary education is to train students to earn a livelihood. If they knew it, they might cite the adage, "The father who teaches his son no trade teaches him to be a thief."

Some "humanists" seem to have little objection to this view of higher education and have set to work adapting themselves and their courses to it. They offer what they imagine to be the practical aspects of their discipline. Hence, we find English departments transformed into "communication skills centers." Art historians talk of teaching "visual skills," and philosophers give up philosophy for "practical thinking" courses. Some historians have substituted courses that would be aptly titled "Current Events."

The problem is that neither of these stances is any justification for the humanities. The first denies the need for justification and the second fails because it only justifies certain practical skills which humanists have taught because those skills were developed and are important within their disciplines. But these minimal skills can be taught without the student ever being challenged by Shakespeare or the argument from evil.

Indeed, why teach the humanities if people can acquire the skills essential to win a productive place in society without them? Is the purpose, as some have suggested, simply to impose on the student certain cultural values? There is an important insight in this query for it at least discerns that the justification for the humanities is an ideological one.

Philosophical humanism, as conceived during the Renaissance and as the formative idea behind anything properly called the humanities, consists essentially of certain conceptions of the nature of human beings and of the world. From this follow certain notions about society, politics, and education. Harking back to classical models, humanism rejected the repressive hierarchy of the medieval world -- the church, the empire, and feudal society. It acclaimed the freedom and dignity of persons as morally and rationally autonomous individuals capable and responsible for determining the course of their lives and of society. It stressed that humanity is a part of the natural world, and rejected monastic asceticism as an ideal lifestyle and the appeal to authority as the ultimate pedagogical tool.

This, then is what philosophy, history and literature represent to us. Without them the individual can hardly be a participant in the humanistic enterprise. Philosophy is needed in order to judge the truth of these claims and of what the good life consists. History represents the collective knowledge of humanity essential to intelligent judgment about social, political, and educational institutions. Literature is the repository of human expression and celebrates the importance of creative imagination to this enterprise.

This humanism also suggests certain educational approaches as inappropriate to the humanities: Those that simply introduce students to the "masterpieces" which students are expected to approach with reverance and to accord obeisance but which are not expected to actually inspire students to the point of "doing" a little philosophy or history, or to writing a poem or story. A true humanistic education will inspire confidence, and ability, in critical judgment and creative imagination rather than a tourist's acquaintance.

Some reject this ideology off hand. Skinnerians and fascists are among them (for not exactly the same reasons). Others reject only its applicability to higher education in general. These people think it is fine for those who can "appreciate" it but also think that most graduates of public schools cannot and, consequently, instead, we should simply train them to fill jobs. Others are less principled. They quite simply are ignorant of the injustice done when public education monies are used merely to train rather than to educate. They do not realize that this represents a fraud on society's part; a lie to the effect that the commandment, "Get a job," is all that our intellectual heritage has to offer students. These vocationalists should remind us of that pitiable relative in "The Graduate" whose only words of wisdom for the young were "Plastics, Plastics!"

I do not intend to suggest here that either jobs, or career education, or the teaching of practical skills, or even Shakespeare and the argument from evil are unimportant. The point is that they are all indispensable elements of an education. This indispensability must be acknowledged on all sides and the importance of the various elements understood in order that we may begin designing integrated educational programs in which these elements cohere rather than conflict or compete. But it must be stressed that while that education which neglects to prepare students to secure a living is harmful, the other side of the coin, "education" which only trains one for a job, is insidious and enslaving, and must be rejected as a part of public education.

What is the role of the humanist in all this? To different groups we have different obligations:

For our fellow humanists we need to provide a coherent and integrating account of the Humanities based on a modern philosophical humanism. I am generally embarrassed by the apologies that I hear my colleagues offer students, legislators, and the public for what they teach. It is small wonder that so many people challenge the "relevance" of any of it. Some colleagues have even begun to celebrate this "irrelevant" posture. Mandarin-like, they post signs on their office doors which proclaim "Down with relevance; spread the irrelevant word." Such defiance sometimes works; *Auctoritas* alone can sometimes win the day. But it has been losing a lot lately.

One consequence of the adoption of a humanities program based on a modern philosophical humanism is that the notion of the humanities as a collection of more or less equivalent enrichment courses, available in supermarket style, to be selected according to one's "taste", would have to go. A modern philosophical humanism as the ordering principle of the humanistic disciplines would serve to order, prescribe priorities, and maintain individual discipline integrity in a way that is now impossible.

For the public we must make it clear that vocationalism is not education and that it is a mistake to spend public monies to support and encourage it. I grant that not all humanists are opposed to vocationalism per se. There are quite a few historical figures who seem to have supported it--Plato may be among them. This is to say that I recognize that my opposition to vocationalism is ideological. But this ideology is not one that should be foreign to the American public. It simply is the view that the proper constituents of society are rational autonomous moral individuals responsible for and capable of determining the course of their lives and of society--appropriate constituents of a democracy.

It is at least in part because many people have thought that a "liberal arts" education did not make one autonomous--and to have no hopes for a job is not to be autonomous--that those people have sought to substitute vocationalism for education.

Another reason for this substitution is quite plainly a result of what is called the greater technological rationalization of production in the U.S. To rationalize production, in this jargon, is to atomize that process in order to maximize production using the software technology of systems analysis. This blurs the distinction between humans, machines, and materials--as is acknowledged in the phrase "human resources." (Even academe has picked up this horrid phrase--many universities have units called The Office of Human Resources.)

And just as one sends a supplier specifications for machines needed in production, one can now send a supplier specifications for humans needed in production. The suppliers are public schools and colleges. The chief contractual agent in most states is, at the post-secondary level, the state board of regents.

They are now sponsoring two-year vocational programs tailored exactly to industry and business specifications. The latest guidelines in one state prescribe that only 15 of 90 credit hours will be outside the specific technical areas and those 15 hours are generally 9 hours of "communication skills" and 6 hours of "vocational" psychology.

Of course these students are high school graduates and have had humanities courses before. But there is a rub there too! The states are pushing vocationalism in high schools also--and the school counselors are selling it. One of the most popular programs at a local school is cosmetology. It has hundreds of students, from the ninth grade on, concentrating in this as their life career. Most will be switching to another vocational program in college, but they never will have been exposed to education.

We may be able to persuade state education agencies that they are selling out education, and we must do what we can there, but the case should be taken to state legislators as well. Although legislators are often oversensitive to business needs, they are especially aware that it is citizens who elect them, and they are hesitant to ignore the spectre of an uneducated citizenry. None will admit they favor such. If just a few can be persuaded that vocationalism is not in their voter's interests, and it shouldn't be difficult at all to persuade the representatives' ethnic minorities of that, then the tide of vocationalism can be turned, I believe.

What do we owe our students? Simply to give up our humanities "appreciation" courses and to supplement our "skills" courses with material relevant to the vital and meaningful issues that confront our students and society. Give up the pose that the humanities "bake no bread", that their value is wholly intrinsic. It is amazing that we have so many introductory texts that tell our students exactly that. But not amazing that the response of so many students is: "All the worse for humanities".

The humanities are useful and we should stress that. However, we should not engage in hucksterism. In fact, students often need to learn precisely how intractable some issues are; but even that is to understand that the humanities involve real issues and to develop a long term appreciation for them.

Generally, what might be an example of an issue suitable for these students who are "career-oriented" (as the jargon goes)? Vocationalism itself is just such an issue.

Education that neglects to prepare a student for a career is harmful; education that trains only for a job is equally harmful. Whether involved in professional or technical education, students should be offered a balanced program in career education and the humanities in which these elements cohere rather than conflict or compete.

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A PROPER AND HARMONIOUS USE OF SYSTEMS ANALYSIS

Ralph C. Simon

For many centuries, it has been quite obvious that one quite likely candidate for streamlining its input and output is the hallowed symphony orchestra. This can readily be observed by attending a concert and keenly observing the events that transpire.

The first thing noted is that for considerable periods, entire sections of instrumentalists have really nothing to do. There isn't any reason why the number couldn't be reduced and work spread more evenly over the whole of the concert, eliminating the peaks of activity. Sometimes, several instruments of the same gender were playing the identical notes: a very clear case of unnecessary duplication. No doubt the staff of this section should be drastically cut. If a larger volume of sound is really required, it could be achieved by means of an amplifying apparatus.

A great deal of effort was absorbed in the playing of what is termed in musical parlance, demi-semi-quavers; this really seems to be an unnecessary refinement. It is strongly recommended that all notes should be rounded up to the nearest semi-quaver. If this were achieved, it would be possible to use trainees and lower grade personnel more extensively and productively.

There also appears to be too much repetition of some musical passages. A high order of business is to severely prune the scores. No useful purpose is served by repeating on the horns a passage that has already been well handled by the strings. It can readily be demonstrated or estimated that if all the redundant passages were eliminated the whole concert time of two hours could be reduced to perhaps twenty minutes and there would be no need for an intermission or vending concessions for that matter.

Adhering to the principle that there is always a better way to do things, it is sincerely felt that further review could still yield additional benefits. It is remarkable that methods engineering principles have been adhered to as well as they have. For example, it was noticed that the pianist was not only carrying out most of the work by two-handed operation, but was also using both feet for pedal operations. Nevertheless, there were excessive reaches for some notes on the piano, and it it probable that the redesigning of the keyboard would bring all the notes within the normal working area. This should be of advantage to the player.

In many cases other operators were using only one hand for holding the instrument, whereas the use of a fixture would have rendered the idle hand available for other work.

It was also noticed that fairly excessive efforts were used occasionally by the operators of the wind instruments whereas one air compressor could supply adequate air for all instruments with more accurately controlled conditions.

Obsolescence of equipment is yet another matter for consideration and into which further investigation is warranted. It was reported in the program of the concert I attended that the lead violinist's instrument was already several hundred years old. If normal depreciation schedules had been applied here, the value of this instrument should have reduced to zero. It is probable that the purchase of more modern equipment should have been considered.

It is somewhat conceivable that a concert conductor would generally agree with some of the foregoing recommendations with perhaps a statement for the record that there might be some falling off of box office receipts. Naturally, if that really occurred, it could be possible to close some sections of the auditorium with a consequent savings of overhead expenses, lighting, ushers, energy, etc. In the last analysis, a smaller hall could be found.

It's only after such careful and practical considerations that we could realize savings in energy, money, and manpower regardless of the costs: real and aesthetic.

Ralph C. Simon
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1980 OATYC CONFERENCE

Friday, November 7

Lorain County Community College, 1005 N. Abbe Rd., Elyria, Ohio 44035

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PRACTICUM

IMPROVED HUMANITIES FOR TECHNICAL PROGRAMS!

Lloyd Monnin

Dr. Monnin, recognizing the increasing responsibility of those involved in the humanities in technical education programs to guard against the age-old habit of fighting with other faculty members for more and more of the student's time, explains a project in which Clark Technical College is currently engaging. Clark Technical College is one of six two-year colleges in the nation [and the only technical college] chosen to participate in this three-year project whose basic goal is the development of both faculty competence and confidence in the teaching of humanities to occupational and technically oriented students.

Those of us responsible for the Humanities component of Technical Education programs need to guard against falling into the age-old habit of fighting with other elements of our faculties for more and more of the student's time as have traditional academic departments throughout most of the history of formal education. We, as our academic ancestors should have, need to keep foremost in mind the only reason for us and our programs is the learning and integration of learnings in our students. Both the learnings and integration must take place in or with the student. Building or maintaining departments or divisions in the academic enterprises can be as dysfunctional as has been all the emphasis upon disciplines in institutions committed to teaching--as opposed to research.

Cognizant of these facts a team of faculty of Clark Technical College sought to become involved in different activities sponsored by the NEH and its foster agency, the National Humanities Faculty. In January of 1979, Clark was selected, as one of six two-year colleges throughout the nation (and the only technical college), to become involved in a three-year project. This project has as its basic goal the development of both faculty competence and confidence in the teaching of humanities (not humanities courses) to occupational and technically oriented students.

Briefly, the following are the provisions of the project. The project provides no funds as such to the college. NHF provides to participating institutions, on an all-expenses-paid basis, visiting, renowned scholars for a given number of days during the three years and sponsors participation by a team of five faculty in three-week summer institutes during both of the intervening summers. These institutes are generously staffed by NHF Faculty and resource persons. Each participating institution (institutional team) is also provided with an NHF faculty advisor who works closely with the local team and faculty through a series of two-to-three day on-campus visits per year.

In turn, each participating institution has committed itself to providing released time to its team members to the tune of 20 courses per year--or two courses each for ten team members. The underlying assumption--and purpose of the project is to free instructors for study, research and curricular planning and to make available to team-members and institutional faculties prominent resource persons--both to a degree that would normally not be available to members of two-year college faculties. These latter are commonly so heavily scheduled for teaching that research and curricular planning become virtually impossible. NHF then, by direct intent, becomes the creator of possibilities, and aspires to make of them probabilities--even beyond the term of the project.

We at Clark have been very fortunate in the quality and calibre of the scholars who have visited us--commonly for two-day stints. Not uncommonly, we were both inexperienced and ill-prepared for fully utilizing these NHF scholars; we as a total faculty commonly also failed to maximize benefits because we were unappreciative of the research and scholarship accessible to us in these visitors. Unlike dedicated teachers, we commonly have lost sight of the fact that extending our own awarenesses and levels of appreciation is essential to sustained effectiveness in the classroom.

Clark's advisor, Dr. Frederick Ferre', head of the philosophy department at Dickinson, a one-year resident scholar at the U. of Chicago's National Humanities Institute, and recently appointed chairman of the department of philosophy and religion at U. of Georgia has been both gadfly and helmsman. The College's visitors during the first half year included Dr. W. David Lewis, professor of History and Engineering at Auburn who have us a pictorial history of technology, Dr. Barry Lichter, metalurgical engineer and co-developer of the "Technology and Human Values" courses at Vanderbilt U., and Dr. Michael Gregory, master mind and director of the NEH sponsored "Science and Humanities: A Program for Convergence" (now known as the NEXA program) at San Francisco State.

During 1979-80 year we were privileged to have with us Dr. June Nash, professor and chairwoman of the Anthropology Department, City College, NYC, Judge Lisa Richette, Common Pleas Court of Philadelphia and authority on children's rights, Drs. John Cawelti and Mary Flannery, State University of New York/Albany, and Dr. David Miller, retired professor of Philosophy, University of Texas/Austin. The names and credentials of all visitors have been included by way of attesting to the calibre of NHF scholars.

Clark's NHF team in conjunction with its advisor Dr. Ferre' in June of 1979 decided to develop and offer several sections Winter, 1980 of a two-credit hour course "Work and Human Fulfillment." The understanding was that several one-hour trailer courses would be offered Spring Quarter, thus permitting students taking both to meet a 3-hour general education requirement.

The basic course was to consist of four units: (1) Myths of Work, (2) Work in Other Cultures, (3) Work and Human Nature, and (4) Work and Justice. The team-members were divided into sub groups to do research supportive of particular units of the course. The course, in turn, was to be team-taught, by members of the general education department and members of the technical departments.

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Three sections of the course "Work and Human Fulfillment," enrolling 77 students, were offered Winter Quarter. They were taught by a team of four faculty, two from health technologies and two from the general education department. Detailed student evaluations of the course were taken and tabulated; they ranged from very good to very poor and the open-ended questions brought comments that ranged from the devastating to the exhilarating.

Spring Quarter saw us offering two sections of the basic course and three one-hour trailers -- "Work and Leisure," "The Law and You as Worker" and "Human Values in the Market Place." All of these were elective courses as are all of the individual general education courses at Clark. We found ourselves cancelling the two sections of the basic course and the latter of the three trailers for lack of enrollees and other causes. The other two trailer sections were offered successfully. At the conclusion of the offering of the three sections of the basic course, the entire team spent a day in an off-campus retreat to evaluate the course and our respective perceptions of the entire experience related to the new course. In mid-June when our advisor was on campus with us, we spent another day assessing our position at this the half-way point, in the project. Five members of the team, including the two coordinators, attended all or portions of this year's summer institute at Well's College in Aurora, N.Y.

Since the present writer is a coordinator of the project, since we are at the half-way point, and since details are likely to be of no interest to the reader, I shall limit evaluative comments to several that are general--in nature and degree to which they reflect perceptions of the majority of the team. First, neither the team nor (and certainly not) the institution as a whole has appropriately utilized the wealth of scholarship brought to our campus by the NHF scholars. Secondly, while interdisciplinarity is perceived by many to be a desirable approach in this type endeavor, our course topic, "Work and Human Fulfillment," is so general as to be trans-disciplinary and as such might more appropriately serve as a general theme around which a number of courses could be developed. Thirdly, team teaching, another desirable, is as taxing and demanding of team-members as it is supposed to be beneficial for the student. Fourthly, team efforts between members from different departments has revealed and occasioned (sometimes brutally) how different are our perceptions of the teaching process and our educational philosophies with which it is approached. Fifthly, even the interdisciplinary approach to teaching presupposes that the bases for such are disciplinary--which is itself the issue in question. Finally, (and this is this coordinator's personal reaction) the NHF project has occasioned much good reading, inter-departmental discussion and mutually approached scholarship--all of which is in accord with the purposes of NHF and supportive of that state of health essential to any institution purporting to be involved in the process of education.

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FORUM

Through the courtesy and with the permission of THE AMERICAN LEGION MAGAZINE [September 1980], the JOURNAL's "Forum" presents the argument of Dr. Howard L. Hurwitz, formerly of the New York Public Schools.

ISSUE: Should Patriotism Be Taught in Our Schools? If So, How Much?

TEACHING PATRIOTISM: NOT NOSTALGIA, BUT NECESSITY

Dr. Howard L. Hurwitz

A plea for unity and patriotism has reverberated time and again during our country's 200-year history. It has not always been heeded. During the Vietnam War, it was ignored most conspicuously in schools and colleges where a new generation of citizens was being formed.

The generation in school during the Vietnam War years may have smirked at the old Navy toast of Stephen Decatur (1817): "My country right, my country wrong; but right or wrong, my country." Nevertheless, many Americans still subscribe to this unabashed faith in the nation though some of the young men of the early 1960s and 1970s who sought sanctury in school--teaching and learning to avoid the draft--would most likely disagree. Many of these men sniff at patriotism and give destructive emphasis to America's shortcomings.

They view the United States as an imperialist power that invariably supports dictatorships; they see the national defense budget as taking from the needy. Their view of the home front is no less perverse. American business is ripping off the consumer; resources are being destroyed for profit without concern for the environmental impact. The Establishment--anyone who wears a suit and tie--is the enemy.

There are some classrooms that are more sensitive than others to indoctrination by teachers. Social studies teachers in the secondary schools and history teachers in the colleges play a major role in conditioning young minds. Teachers of social sciences are expected to develop critical mindedness in their students. This is a worthwhile aim in a society that encourages criticism and allows for the widest latitude of expression. But there is a degree of responsibility that must be developed in preparing young minds for sacrifices that must be made.

The impact of teachers on students' minds became even more pronounced in the middle and late '70s by the addition to faculties of radicals who blew up the campuses in the '60s. The number of professors with Marxist-Maoist, or strongly anti-Establishment ideologies, has multiplied since the mid-1960s. The professional literature is loaded with their outpourings and their classroom expression is protected by academic freedom.

Outside the classroom, in other campus forums, there is the heavily lopsided selection of leftists and ultra-liberals as visiting lecturers, paid from campus funds, often from compulsory student fees. Only in the past year or so have some students objected to such use of their fees. Refunds are small and long delayed.

There have been periods of American history when the responsibility of teachers for developing patriotism was widespread and willingly undertaken. The first laws requiring the study of American history were passed by Massachusetts and Vermont in 1827. Other Eastern states followed. California was scarcely admitted to the Union when it enacted a law to encourage loyalty to the nation through school instruction. The movement became general after the Civil War.

The National Education Association, now a union with heavy emphasis on organizing teachers in schools and colleges, shared the determination to advance patriotism through the schools. At its Indianapolis meeting in 1866, the NEA resolved that "our schools must teach children that patriotism is not genuine which is bounded by...state lines, but (only genuine is that) which...would fight to protect every foot of land belonging to the United States of America."

As early as 1829, a pioneer in American teacher-training urged in his influential *Lectures on School-Keeping* that love of country and devotion to it could be assured if every citizen studied his country's past and our Constitution. "The earlier children are made acquainted with this," he wrote, "the more likely will they be to respect the law and yield cheerful obedience to it."

In the 19th century, and well into the 20th, readers in the early grades, and history texts in the upper grades, were filled with accounts of American heroes and the obstacles overcome on the nation's path to greatness. The multivolumed histories of the United States on college library shelves, savored by the public, were intensely nationlistic. The day of debunkers was reserved for a later time when Americans were more sophisticated, but not necessarily wiser.

During the two World Wars, legislators showed renewed interest in schools as builders of patriotism. The public has been slow to realize that it is preparation in peacetime that prepares the nation for sacrifices in wartime.

It is only in recent years that the role of the schools in instilling patriotism in the new generation of citizens has been brought into question. Caustic critics of our system gained support from an unexpected quarter--the courts.

Until the late 1960s, the courts were content to leave school matters to school administrators and boards of education. In 1969, the highest court in the land rang a bell that continues to reverberate in the school world. In *Tinker v. Des Moines Independent Community School District*, the United States Supreme Court, in 5 to 4 decision, held that children had a right to wear black armbands

in school protesting the Vietnam War. School authorities had not objected to classroom discussion of the war, but saw political action by children as potentially disruptive. The Court looked down and declared that the Constitution does not stop at the schoolhouse door.

The **Tinker** decision was widely interpreted by school administrators as open season for political hunting by school kids. They would have done well to ponder the dissent of Justice Hugo Black who sat on the **Tinker** bench and told what he thought would follow from the concern that children might be denied free speech in school:

"Turned loose with lawsuits for damages and injunctions against their teachers as they are here, it is nothing but wishful thinking to imagine that young, immature students will not soon believe it is their right to control the schools...This case, therefore, wholly without Constitutional reasons in my judgment, subjects all the public schools in the country to the whims and caprices of their loudest-mouthed, but maybe not their brightest students."

About the same time the Supreme Court extended First Amendment rights to children, the courts damaged a symbol of patriotism that had been unscathed in the nation's history. It was during the Vietnam War years that the lower federal courts afforded children protection under the First and Fourteenth Amendments in their refusal to recite the Pledge of Allegiance to the Flag. Courts from California to New York have held that children need not stand or recite the pledge, nor are they required to leave the room while others participate in the pledge.

The children, who engaged in test cases that turned patriotism inside out, were assisted by their parents, some teachers and the American Civil Liberties Union. Children have argued--and judges have listened respectfully--that the "liberty and justice for all" contained in the pledge is a lie. Some are offended by the phrase "under God," added to the pledge by a Congressional Act of June 14, 1954. At that time, President Dwight D. Eisenhower said that "...in this way we are reaffirming the transcendence of religious faith in America's heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country's most powerful resourse in peace and war."

Teachers, too, have claimed the right to refuse to participate in the Pledge of Allegiance to the Flag. And they have been sustained by the Second Circuit Court of Appeals (N.Y., Conn., Vt.) in *Russo v. Central School District #1* (1972). The Second Circuit, just below the Supreme Court, is one of the most influential courts in the country.

Laws in almost all states continue to require daily salute to the flag. It is argued by some teachers that the daily salute invites a casualness which detracts from the significance of the ceremony; that the recitation should be confined to ceremonial occasions.

It is not unlikely, however, that amendments to existing requirements will be undertaken in the near future. Patriots have their backs up, understandably. We should not be compromising with the requirement to recite the pledge until such time as the courts cease to confuse freedom of speech with the mild proviso that children engage in a patriotic exercise.

Recitation of the pledge alone is no guarantee of loyalty or good citizenship. But, the contempt in which this symbol of patriotism is held in too many schools does not bode well for the nation.

There is no easy road back to basics in patriotism which should be inculcated in our schools. Compulsion might breed self-defeating hatreds. Our partial salvation may lie in the present weakness of schools in pushing any set of values. We may count on the great weight of public opinion that slowly but surely can turn teachers around so that the roots of loyalty can, once again, be nurtured in our schools.

If the preachment of radicalized teachers (by no means the majority) had been fully absorbed by young people who emerged from the schools in the 1960s and 1970s, reaction to the Ayatollah's assault on American sensibilities might have been much milder. There is apparently a core of patriotism that cannot be corroded no matter how great the pressure in schools.

We are not home free. The courts have held that children are denied freedom of speech in our schools. In pontificating that the Constitution does not stop at the schoolhouse gate (as though it ever did), the judges have helped to boot patriotism out the schoolhouse window.

The yearning to restore the teaching of patriotism in our schools is not nostalgia but necessity. We might do well to reach back to *The Roots of American Loyalty* (N.Y., 1946), examined by the distinguished historian, Merle Curti. We can be moved by the thoughts of Theodore Roosevelt whose views on patriotism merit a renaissance in America today. It was T.R. who held, "No man has a right to enjoy any benefits whatever from living in the land in time of peace, unless he is trained physically and spiritually so that if duty calls, he can and will do his part to keep the land against all alien aggressions."

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PLUS ONE

THE LANGUAGE OF THE WANT ADS

Crad Kilodney

From ETC: A REVIEW OF GENERAL SEMANTICS
No. 1, Vol. 36 [Spring 1979] pp. 60-66, with permission

A prestigious group of EDP professionals based in the nation's capital are currently offering senior career positions in Ottawa, Montreal, Toronto, and Winnipeg.

In general terms successful candidates will possess several years of extensive data analysis and design, and a demonstrated ability in written and oral communication skills. . .

By joining a dynamic organization that has amassed a clientele that is the envy of the industry, incumbents can expect attractive remuneration commensurate with experience and ability, an outstanding benefits package and continuous training in the state of the art.

Depending on how you talk and what you are used to reading, this want ad may strike you as a perfectly normal way of writing or a peculiar one. To me, a non-prestigious layman, the meaning struggles across like a man in heavy boots trudging through a swamp. Not all ads for jobs are cast in such murky language, but many of them are--so many, in fact, that I decided to collect the worst examples from the "Help Wanted" pages of Toronto's three dailies for just one weekend. They provide a jolting view of what is happening to the language of professional people, not only in my city but probably in yours as well.

To begin with, I noticed that cetain crutch works recurred with dizzying frequency. Four of the most common were "environment," "function," "oriented," and "dynamic."

Few words have been so avidly embraced in recent years as "environment." Judging from my sample, we have more environments than I would have thought possible: "customer service environment," "packaging environment,"

"manufacturing environment," "EDP environment," "marketing environment," "OS and DOS environments," and "sales environment," to name a few. One agency gave its applicants a choice of "DOS environment," "maintenance environment," "system 3 Mod 10 environment," and "370/OS environment." Another offered a "union environment." Other environments were described as "interesting and exciting," "hard working energetic," "stable," "challenging and expanding," and--you heard it here first--"rapidly moving." (Ah, but in what direction?)

After completing the dinner function and the dish-washing function, I like nothing better than an hour or two of the reading function or perhaps the writing function. But as functions go, they lack the glamor of, say the "audit function" or the "general accounting and accounts receivable functions." One agency could get you into the "cost and general functions," "full general accounting function," "planning function," or "standard costing function." Another ad assured a prospective tax executive that "a qualified staff is already in place in support of this function." Another one offered an "opportunity to participate within a staff function." I would die happy if I could have an opportunity like that.

Few words slip from the tongue with as much thoughtless ease as does "orient." To "orient" means to "adjust according to first principles or recognized facts" or "to adjust in relation to something else." Under this umbrella, all sorts of monsters have taken shelter. Companies were described as "growth oriented" and "people oriented"; a position was also described as "growth oriented"; applicants were sought who were "results oriented," "career oriented," "marketing oriented," "sales oriented," "performance oriented," "details oriented," "people oriented," "commission oriented," and, for those who like an extra syllable, "machine shop orientated." A "technically oriented course" and a "growth oriented technical supervisory force" also appeared.

Everyone and everything these days has become "dynamic." According to my dictionary, "dynamic" means "producing or involving activity or action of any kind; motive; efficient; causal" or, said of a person, "mentally or spiritually energetic, forceful, or powerful."

Do those who use the word know what it means? As an experiment, I called six advertisers who had used it and asked them to define it. Here are their responses:

Employment agent (ad referred to "dynamic firm"): "progressive...rapidly expanding...It's difficult to pin down...It would imply a lot of things."

Employment agent (ad referred to "dynamic communicator." The agent could not define the word until he could associate it with the specific ad.): "Outgoing on the telephone...able to communicate technical data...quick...aggressive...responsive...sensitive...a way of projecting yourself on the telephone."

Employment agent (ad referred to "dynamic Cobol programmer"): "Outgoing...knows the language thoroughly...an extrovert, not an introvert."

Employment agent (ad read, "dynamic personality to take charge"): "A person who will get involved from their own motivation even beyond the periphery of the problem...self-motivated...having initiative...I don't like the

word 'independent'...Someone who demonstrates leadership capabilities by example."

Personnel officer of a typewriter company (ad referred to "dynamic marketing environment"): "Changing...in the context of our industry, high-technology...in the context of the job, it offers a considerable amount of challenge."

Personnel officer of a trucking company (ad read,"You must be dynamic"): "On the ball."

Some other words appeared frequently. For "area," I noted such uses as "public service area," "cost systems area," "marketing area," "water treatment area," and "detergent chemical area." All nice areas, I'm told.

Careers have become "career paths," as in "Two-year career path starts in sales of various investment vehicles..."

"Commensurate" caught my attention because it was occasionally used as a verb ("salary to commensurate with experience"). As an adjective, it was occasionally modified, as in "salary totally commensurate with experience." Now, it's either commensurate or it isn't.

Richard Nixon ran for President in 1960 with the slogan "Experience counts." He lost. Even then, plain old experience was dropping in value. Today an applicant dare not set foot inside a personnel office without "proven experience" or "demonstrated experience." And if he wants to work for the Saskatchewan Research Council, he'll need "tangible experience." Those guys take a lot of convincing.

"Incumbent" is another one. I suppose there are some jobs that a person, applicant, candidate, or individual simply cannot do. You simply must have an "incumbent," or, in rare cases, an "encumbent," as in "a challenging position in which the encumbent is required to maintain high speed packaging machines, including gum and candy wrapping equipment."

Wilson Follett, author of *Modern American Usage*, calls "level" "one of the most dispensable vogue words of recent decades." A job where you start at the bottom is now an "entry level position." And the Hamilton *Spectator* advertised for a sales representative with an "ability to communicate at the retail sales level." (It's damned hard to get through to those retailers!)

"Liaison," despite its technically restricted usages, is a word against which resistance seems futile. But we should man the barricades against its use as a verb ("opportunity to liaison"). And anyone using the back formation "liaise" ought to be shot.

"Prestige" is popular with advertisers too. You will usually find it sitting uncomfortably in front of other nouns, as in "prestige positions" and "you will enjoy a prestige atmosphere."

Now consider "progressive." Almost any organization, from the Boy Scouts to the Mafia, could call itself "progressive." But I was astonished at an ad placed by a public relations firm in Edmonton. It began, "A progressive Indian Band in North Eastern Alberta requires the services of...."

These individual words only begin to show what's happening to language in the hands of those who assume positions of superiority as employers in a

competitive job market. Consider this gem by an employment agency:

With the opening of another office which brings our total up seven under nine various identities. By expanding on a continuous basis has created the need for two experienced consultants who are interested in management. We at General Employment are constantly seeking areas to move ahead into and by having the right individual it affords us the opportunity...We are the largest group of employment agencies in North America and by being this, it can give the right individual the kind of support systems most agencies can't...

The phrase "support systems" adds just the right touch of pretentiousness to an amazingly illiterate ad.

The evidences of linguistic incompetence were prodigious. A company president called himself the "president of the major industry." The Canadian Johns-Manville Company wrote, "JM has a permanent vacancy." Another advertiser wrote, "Effective communicative ability and an understanding of quality control are properties we desire." (I would have asked for Boardwalk and any two railroads.)

But more than the inept writing, it is the false and self-important tone of many ads that fairly leaps out at you. Here's a beauty by an agency, the likes of which I have never seen before or since:

We Need Eagle$

The eagle flies through the sky screaming defiance to the elements. Aroused he is formidable. We need "Eagles"--articulate achievers with success patterns, who have the need to "get out what they put in." As a member of our well-established growth company, you'll receive comprehensive training that leads to management [based on merit only]. The job pays what you want it to pay and there is no limit to what you can learn. If you think you fit in, call...

A few years ago I was looking over a book on the management of defense companies, written by the president of a large American electronics corporation. In it I discovered an important fact: "Oral communications involve speech between persons." (2) The presence of that sentence in a book on business management helps explain, at least to me, the sad state of our society.

That author was not alone in his high regard for communication.

An ad for a corporation librarian read: "All candidates considered for this position will be expected to communicate effectively with senior professionals in a challenging and expanding environment."

"Ability to communicate with customer," read another.

An ad by an agency read: "Good communication skills for user department liaison." Don't ask me what that means.

On the same page, from three agencies, I found:"the successful candidate will have good interpersonal skills," "Individual with strong interpersonal skills," and "personality with decision making skills." What other "decision making skills" there are besides making a decision, I wouldn't know.

Elsewhere I was treated to "the possession of good motivational skills essential" and "candidate should possess environmental skills."

"A vehicle is required," advised another company, apparently to allow for blimps and canoes.

The Nova Scotia Power Corporation wrote, "The successful applicant will be involved with the establishment of philosophies related to sub-station generation and transmission facilities."

The Ford Motor Company of Canada wrote: "Requires knowledge of machining of cast metals such as may be acquired through experience or qualified or equivalent status in the Tool and Die or Machine Repair trades."

Others:

"The applicant must show a willingness and ability to respond to the company's growth and expansion."

"The person will add new dimensions to the management team."

"Individual capable of offering broad scope for innovation."

A job-seeker who was not content with merely being somebody's assistant may have answered the ad that read, "ambitious junior to provide backup capability."

If your company is growing, you must say it is "experiencing considerable growth." And if your city is growing, you should follow this example: "the Township of Sarnia, a community experiencing a heavy urban growth." (The most painful kind!)

An ad by a Catholic school board in Alberta described a library technician's job this way: "Interesting challenges are in support of classroom activity."

The Hamilton-Wentworth (Ontario) Roman Catholic Separate School Board wrote: "The successful applicant will be involved in a cycle of activity related to program development in this area."

And a special commendation for woolliness goes to one Dr. K. of the Faculty of Education, University of Victoria. In an ad for an executive director for the British Columbia Council for Leadership in Education, Dr. K. wrote, "Candidates should have proven experience as in educational administration, evidence of establishing and maintaining effective professional relationships with people in diverse educational roles, be research-oriented...and have engaged in graduate studies...Contacts will be regularly made in educational settings."

To the naive job-seeker, the language of want ads must paint an unreal picture of the world around him. He may begin to wonder if he fits in. If we take want ads at face value, we must believe that we are virtually surrounded by young, progressive, fast-growing, "prestige" companies. And it follows that the only persons who will find work in them are aggressive, dynamic, properly oriented ones. How average companies find average persons to do average jobs, I don't know. Apparently they don't advertise.

To quote art critic Edmund Burke Feldman, "Unemployment...is one of the profoundest spiritual experiences of the modern era." For the poor, unemployed guy sitting on the door side of the desk, it is no longer enough to merely say who he is and what his qualifications are. He must try to have whatever nebulous

qualities are demanded: self-motivated achiever," "self-starter," "ambitious," "mature," "independent," "hard-hitting," "well rounded," "trendy," "youthful attitude," "flexible outlook," or "self-motivated with a high energy level.

It is significant that not one employer or agency in my sample was looking for an honest man. But then, "honest" is so hard to define.

The language of want ads is only one manifestation of the decline of plain talk in our society, of the triumph of the vacuous over the substantial. And as I read the papers, the murk seems to be getting murkier all the time.

But let me leave you with one ray of light at least. I offer you an ad praiseworthy for its clarity, forthrightness and economy of language. It is an example for all of us to follow:

Cashier, exper. Apply Coffee
Shop, Union Station.

Crad Kilodney
Writer
Toronto, Ontario
Canada

REACTION

PUBLIC RELATIONS AT TERRA TECHNICAL COLLEGE

Kenneth H. Hahn

Because of numerous requests from people in distant states such as Massachusetts, Utah, Texas, and Florida for copies of Kenneth Hahn's article, "Public Relations at Terra Technical College," the JOURNAL is honored to reprint the article by popular demand. The original article was published in the Autumn, 1979, JOURNAL.

Changing demographic, economic and social trends are radically altering the educational outlook for the 80s.

Declining enrollments, continuing financial crises, the impact of inflation, inability of many college graduates to find appropriate employment, and competition among the various types of colleges, have caused significant impact on the role of public relations.

The public relations program of a college is a vital link in making certain that its image is in fact a true reflection of its role in society. The public relations functions and activities must successfully portray and establish positive images within the various communities that the institution is seeking to reach.

The role of public relations in the two-year college has increased tremendously. A major responsibility of any institution is to convey to the public or publics the nature of the institution so it is not undermined because of ignorance, so it is supported because of understanding.

With the advent of the two-year college and its phenomenal success and growth, more and more responsibility is upon the public relations function to project an accurate image and to successfully compete with other types of higher education.

As requested by the Editorial Board of the *OATYC JOURNAL*, this article contains basic concepts used by Terra Technical College to accomplish some of its public relations functions and activities.

NEWSPAPERS

In addition to our regular quarterly ads and periodic news releases, we take advantage of special issues, not only to place a display ad, but to furnish copy on particular issues. Some examples are: Open House Tab (highlighting Terra Tech and technical education in general); The Progress Issue (area development highlighting new campus--state of the College); "Festival of Food" (Food Service Management Technology); Spring Home Improvement Tab (basic courses in technologies which apply to "do-it-yourself" home repair); Private Property Week (Real Estate Technology); Spring Care For Your Car Tab (Automotive Diagnostic Technology); Women (highlighting non-traditional careers and opportunities for women); Football Tab (projected toward high school students and getting a good job); Fall Quarter Schedule Inserts -- tab format (courses and registration information, special interest short stories, services offered by the College -- lots of pictures).

Every quarter, we send our Dean's List (honor students) to every paper located in every city represented by the students. Our computer sorts and prints a listing of the students by city, so that we can effectively handle our news release. The various papers appreciate this and readily respond with a good article.

Likewise, our Annual Graduation list is mailed to all applicable newspapers.

RADIO

We send all news releases to over 40 area radio and television stations.

When we want Public Service Announcements, we develop the copy, determine the broadcast seconds and send a letter of request and appreciation for airing these "free" releases.

We commercially advertise each quarter's registration, sponsor baseball, basketball and football broadcasts, and promote our appearances at fairs and malls.

TELEVISION

In the fall of this year, we developed television commercials and aired them on two major channels.

FAIRS AND EXHIBITS

Using our portable display booth, we regularly "take the College" to where the people are.

During the year, we exhibit at six county fairs, various home shows, special community events, and organizational festivals.

The shopping malls have become an annual affair and we usually exhibit at three or four of the major area malls. As part of our public relations function, we have made suggestions to the Mall Promotion Managers for various promotions. We have helped coordinate much of the work for them. This activity has been greatly received and the malls are happy to cooperate.

In order to "fit in" with the various promotional themes, we design our booth presentations around these themes. Pictures, graphically portrayed statistics, relevant news articles make up the booth layout. We use multi-media presentations presenting a general view of Terra Tech.

HIGH SCHOOL RECRUITING

The Admissions Department carries on an aggressive visitation program to all area high schools. Additionally career nights are attended. High School Career Days are planned with a tour of Terra Tech facilities, enthusiastic faculty and department directors give lab demonstrations and specific information regarding the student's particular area of interest. Also, we encourage a personalized interview with an admissions officer for each prospective student.

In addition to these visitation programs, we place ads in the larger high school yearbooks.

ADMISSIONS PUBLICATIONS

One of the first of the many major projects we tackled, from a public relations standpoint, was the complete revision and redesigning of our College Catalog. We divided the "traditional" catalog format into three separate publications; a View Book, containing a general overview of the College--its facilities--its impact on the community it serves--its philosophy and some of the services available to students; a Student Handbook, containing a more detailed guide for students as far as services and policies; and a Curricula Section, dealing with specific departments, courses, credit hours, etc.

In addition to our College Catalogue -- View Book -- Student Handbook publications, we also compiled an easy to follow Financial Aids Monthly Calendar containing not only dates, but some general financial aids information to assist students in acquiring the types of aids to suit their individual needs.

A similar approach has been taken in regard to Veteran's Information, Specialized Programs, and individual Technology Department Brochures.

IN HOUSE PUBLICATIONS

Terra Tech has two distinct in-house publications with their main objective being to keep administration, faculty and staff current with the aims and programs of Terra Tech and technical education in general. The first of these is "The President's Newsgram." "The President's Newsgram" relates important directives from the College President, the Board of Trustees, the Ohio Board of Regents and other administrative and legislative sources.

Our second publication directed to administration, faculty and staff is the "Tech-o-Gram." The "Tech-o-gram's" focus is that of an informal communication about what individual employees at Terra are involved in. We relate births, deaths, marriages, conferences attended and solicit contributions from all personnel.

STUDENT NEWSPAPER

In addition to in-house publications, Terra Tech students write, layout, design and distribute a student newspaper, The *Technocrat*. The *Technocrat* features editorials, club news, short stories, sports, poetry, music reviews, and any other area that students feel should be given coverage.

The *Technocrat* has a circulation of approximately 4,000. It is distributed free on campus, and is mailed to a computer printed, presorted mailing list containing: all area newspapers, radios, chambers of commerce, advisory committee members, public relations officers of other technical colleges, past and present Board of Trustee members, all Ohio libraries, all Ohio technical colleges, local high school principals and superintendents, all Ohio high school counselors, companies where our graduates are employed, all companies registered with the Placement Office, and area legislators, Bureau of Vocational Rehabilitation and Bureau of Services for the Blind Offices in Ohio, Terra Tech Alumni and people who have expressed interest in Terra Tech and receiving the *Technocrat*.

SPEAKER'S BUREAU

Terra Tech's Speakers Bureau is another way that we "take the College" to where the people are. Our Speakers' Bureau is made up of Terra Administration, Faculty and Staff who present programs to many varied organizations to entertain and/or to educate. Topics range from "Technical Education--What Is It?," "Who Is a Technician?," "What To Do Before the Paramedic Comes," to special topics on Christianity, physics, mathematics and psychology; not to mention Terra Technical College--technical career programs and services available.

In this way we tailor our presentation of what Terra Tech has to offer, and deliver it in a personal way to the people of our community.

OTHER PROMOTIONAL MATERIALS

To put the name of Terra Tech into as many households as possible, we distribute several different promotional items. With a special contribution to our President's Discretionary Fund, we gave T-shirts with our "Leap Into A Bright Future" slogan at our Open House/Dedication Program. Lapel buttons "Terra Tech Is For YOU," and our handy shopping bags (again sporting the "Leap Into A Bright Future" slogan) are given to those visiting the College and at all our exhibits. In addition to these useful collectible items, we distribute posters with contact cards and technology interest indicators.

Each year we design a direct mail flyer, distributed through the U.S. Postal System, to over 120,000 households throughout Northwestern Ohio. It is a simple brochure about Terra Tech with a clip and mail contact card. Our 1979 mass mailing focused on graduates and jobs--"Leap Into A Bright Future--We Did!" Contact return, as of this writing, is approximately 3%.

The foregoing represent the highlights of Terra Tech's public relations activities. Through these, we feel we are reaching our publics with information, and activities resulting in a positive image of the College, in their knowing the kind of institution Terra Tech is and what technical education represents. Evidence is that our communities are strongly supportive of the College, in part, because of our public relations activities. All these definitely affect our enrollment, which has increased each year.

Kenneth H. Hahn
Director of Public Information
and Community Relations
Terra Technical College
Fremont, OH 43420

JOIN US . . .

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

NEEDS YOU!

OATYC provides:

—Professional Liability Insurance of $300,000.
—An open forum for problem discussion and review
—A vehicle for communication between administrators, faculty and support staff
—Collective political input into higher education for the State of Ohio
—A way of significantly influencing the directions of two-year education
—A newsletter to inform members of the proceedings and activities of the OATYC
—A journal for consistent exchange of scholarly views and concepts
—A yearly conference for fellowship, business & learning

PURPOSES:

1. To provide an organization in which all groups related to two-year colleges (administrators, faculty and support staff) can discuss mutual problems and act to resolve them.
2. To foster cooperation and communication between member institutions.
3. To provide a representative voice giving the viewpoint of two-year colleges to the Ohio Board of Regents and the State Legislature.
4. To identify and improve the status, prestige and welfare of all two-year colleges in Ohio.
5. To cooperate with other Ohio agencies, organizations, colleges and universities in research and activities that promote the effectiveness of higher education in Ohio.
6. To promote articulation among the institutions of education in Ohio.
7. To take such action as will increase the contribution of the two-year colleges to the total education processes in the State of Ohio.

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INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *JOURNAL* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *JOURNAL* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy:

The *JOURNAL* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self addressed envelope.

The *JOURNAL* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *JOURNAL* is December 1, 1980.

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OATYC
c/o Lorita Langdon
Columbus Technical Inst.
Box 1609
Columbus, Ohio 43216

PLEASE CHECK ONE

__Plan A. I am enclosing $10 for regular membership dues for 1981.
__Plan B. I am enclosing $28 for 1981 dues and $300,000 classroom liability insurance (3 yrs.) coverage.
__Plan C. I am enclosing $38 for 1981 dues and $300,000 classroom and laboratory (risk) liability insurance (3 yrs.) coverage

Name _____
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Two-Year College: _____

College Address: _____ Area of Interest _____

City, State, Zip: _____

OATYC

OHIO ASSOCIATION OF
TWO-YEAR COLLEGES

NEEDS YOUR THOUGHTS AND IDEAS!

Help us Help You: Contact your campus solicitor

[see page 37]

STAMP

OATYC
JOURNAL

c/o Lorita Langdon
Columbus Technical Inst.
Box 1609
Columbus, Ohio 43216

Let's Do It Together: Join Us!

OATYC JOURNAL

VOL. VI NO. 2 SPRING, 1981

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

THIS ISSUE

COMMENT
Help Us With the Planning!

TEXT
FOCUS: Clark Technical College

On-Site Mathematics Course Offered:
Opportunity for the Non-Traditional Student

Man and Moral Behavior

Public Records in Ohio

Technical Education Graduates Have Class

PRACTICUM
The Educational Trek

PLUS ONE
Coping with the Ethics of Decline

FORUM
Issue: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?

REACTION
Response to "The 4-S Method of Improving Teaching"

Let's Do It Together: Join Us!

OATYC JOURNAL
Columbus Technical Institute
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Columbus, OH 43216

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JOURNAL

of the
Ohio Association of Two-Year Colleges

VOL. VI NO. 2 SPRING 1981

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of OATYC active, associate, or institutional membership. However, single copies of the "Journal" are available at $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
Columbus Technical Institute
Box 1609
Columbus, OH 43216

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OATYC JOURNAL, SPRING 1981
Volume VI Number 2

Table of Contents

COMMENT:

Help Us With the Planning, David Kirwin, OATYC President-Elect, Central Ohio Technical College 3

TEXT:

FOCUS: Clark Technical College, Jack Kramer and Harry Carter, Clark Technical College 4

On-Site Mathematics Course Offered: Opportunity for the Non-Traditional Student, Charles W. Zimmerman, The Ohio State University-Newark 7

Man and Moral Behavior: A Traditional Interdisciplinary Course! Barbara A. Garwood, Lakeland Community College 10

Public Records in Ohio, James A. Conser, Youngstown State University 12

Technical Education Graduates Have Class, Commencement Address, Richard M. Libby, Muskingum Area Technical College 16

PRACTICUM:

The Educational Trek, Robert D. Klingensmith, The Ohio State University - Newark 19

PLUS ONE:

Coping with the Ethics of Decline, Maurice Arth, Cuyahoga Community College 22

FORUM:

Issue: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?

In Response: Mary Ann Fagg, Clark Technical College 25

Capping Enrollment: E. Gordon Brooks, Columbus Technical Institute 26

REACTION:

Response to "The 4-S Method of Improving Teaching," Fred C. Feitler, Youngstown State University 28

OATYC Benefits and Purposes 30

Information for Prospective Contributors 31

OATYC Journal Campus Solicitors 31

1981 OATYC Officers and Board Members 35

OATYC Application for Membership 35

COMMENT

Help us with the Planning!

With the November 6, 1981 Conference in the planning phase, I would like you to submit ideas for speakers or programs that would be of interest to you, your faculty, and administrators. Please be sure that I receive suggestions by May 15, 1981.

I encourage you to attend this conference. Central Ohio Technical College is centrally located in Newark, Ohio. The speakers and programs will be interesting, informative, and perhaps controversial.

A key issue I would like to investigate this coming year is "Representation on the Federal Level for OATYC/Necessary or Not?"

David Kirwin
President-Elect, OATYC
Instructor in Engineering
Central Ohio Technical College
Newark, OH 43055

TEXT

FOCUS: CLARK TECHNICAL COLLEGE

Jack Kramer and Harry Carter

Every issue of the JOURNAL highlights a two-year college campus in Ohio. The JOURNAL is proud to feature in this edition Clark Technical College located in Springfield -- a college noted for its academic excellence and community service.

The Clark Technical College Library Resource Center [built in 1972].

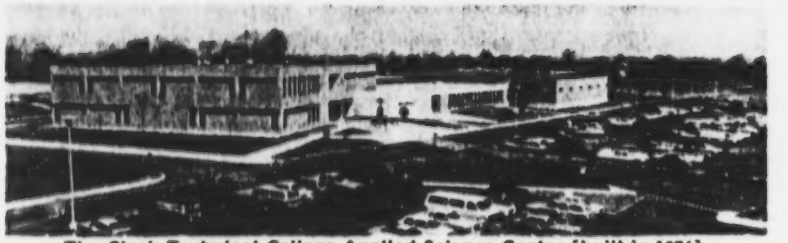
The school which was to eventually become Clark Technical College began operations in September 1962. Three post-secondary occupational programs, in engineering and data processing technologies, attracted 93 applicants of whom 78 completed registration and formed the first class.

The newly formed school was called "The Springfield and Clark County Technical Education Program." Classes were held in the vocational wing of Springfield North High School in the late afternoon and evening hours. Operating and equipment funds were provided by the State Department of Education.

On February 18, 1966, the institution was granted a charter by the Board of Regents as Ohio's first technical institute. Exactly six years later the Clark County Technical Institute was officially renamed Clark Technical College.

The College first operated in its own facilities in September 1968. Using capital improvement funds provided by the Board of Regents, a 45 acre tract of land adjacent to the southeast corner of Springfield was purchased and two buildings were constructed. By this time the College enrollments had increased to almost 800 students and the curriculum had been expanded to include agriculture, business, and health technologies.

From 1968 to the present date, the campus has been expanded twice. An adjacent 15 acres was added to the main campus in 1973 to provide a site for the Applied Science Center. The most recent expansion was completed at the beginning of 1981 when the College occupied its Downtown Center.



The Clark Technical College Applied Science Center [built in 1976].

The opportunity for the College to expand to the downtown community arose when Credit Life Insurance outgrew its building and desired to sell it at the investment price. Acquisition of the building two years ago enabled the College to begin planning innovative educational programming for downtown, and, at the same time, helped keep in town Credit Life, which moved into a new office tower.

During its eighteen years of growth, the College has enjoyed many successes and today stands as an important element of Ohio's system of higher education.

Two years ago, Clark Technical College was accredited for a ten-year period by the North Central Association of Colleges. The College holds membership in the Ohio College Association, Dayton-Miami Valley Consortium, Ohio Technical and Community College Association, American Association of Community and Junior Colleges, American Technical Educational Association, and the North Central Association of Community Colleges. The Board of Trustees is a charter member of the Association of Community College Trustees.

Specially accredited programs include court and conference reporting, which is accredited by the National Shorthand Reporters Association, and registered nursing, accredited by the National League for Nursing. Accreditation for medical laboratory technology is being sought from the National Accrediting Agency for Clinical Laboratory Sciences.

Among the more unique programs at Clark Technical College are the agriculture technologies. The College offers the only agricultural power equipment technology in the state, and programs in agri-business and landscape/turf technology are each one of only three such programs in Ohio.

Clark Technical College was the first institution in Ohio to offer an associate degree program in energy management and currently offers Ohio's only concrete technology program. One of only a few associate degree programs in emergency medical technology for paramedics is also available at the College.

In addition, Clark Technical College was one of only four Ohio colleges approved to offer the Basic Police Officer Training Academy. Responding to the need for more human services technicians, the College recently introduced programs in social services and child-care management, which have produced 32 graduates.

A unique associate of technical studies program permits students to create their own course of study with selections from more than one technology. Each individual course of study may be built from the offerings of the College or from a combination of these courses and credits earned at other institutions.

The majority of the more than 1200 associate degree and certificate students who have graduated from Clark Technical College since 1977 either found or were placed in positions in Clark County. In fact, at least 90 percent of the graduates available for work during this period accepted positions related to their areas of study.

The economic impact the College has had on Springfield and Clark County may best be measured by considering the variety of technicians' roles in the community that are filled each year by Clark Technical College graduates. Degree programs span six academic areas -- business, health, agriculture, law enforcement, human services, and engineering technologies.

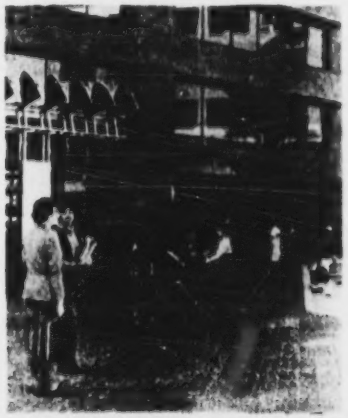
Non-credit courses also rank among the most important services the College provides the community. For example, a series of special seminars has been developed in conjunction with the local small businessman's council of the Chamber of Commerce, and a program has been instituted for first-line supervisors in small business.

For the third consecutive year, the Clark Technical College Department of Continuing Education is offering a "Course by Newspaper." This one studies health care issues; previous courses dealt with taxation and energy.

Clark Technical College was one of four Ohio institutions, which, during the winter of 1978-79, developed a series of energy courses for the consumer. A shortened series of programs was offered in the winter of 1979-80.

In addition, as one of eleven community and technical colleges comprising the Ohio Technology Transfer Organization (OTTO), the College helps provide business and industry with needed technical assistance.

Two years ago, Clark Technical College was one of six institutions in the United States chosen to participate in a National Humanities Faculty (NHF) program. The project is designed to better integrate study of humanities with the sciences in order to make it more meaningful to students pursuing technical careers. The College is receiving free consultantship from NHF scholars over a three-year period equal to a cash grant of $73,000.



Clark Technical College Downtown Center. CTC occupied building in January, 1981.

Special service programs, "Rusty Nails" and "Testing Out College," are designed for adult re-entry students and have helped stimulate increased enrollment of non-traditional students seeking to start or change careers at mid-life.

Today, nearly 3,000 men and women at Clark Technical College study more than 30 programs in classrooms and laboratories spanning five buildings. Students range in age from 17 to 60 and come from more than 40 Ohio counties, several states, and a dozen foreign countries.

Although some data indicates declining enrollments for Ohio colleges, Clark Technical College officials predict further expansion, and the enrollment trend suggests continued growth.

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ON-SITE MATHEMATICS COURSE OFFERED: OPPORTUNITY FOR THE NON-TRADITIONAL STUDENT

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Recently, the number of students graduating from the nation's high schools has been decreasing. Current projections are for this trend to continue for several years. This decrease has prompted many institutions of higher education to look for ways to tap the reservoir of non-traditional students. Thus, many recruitment efforts have been directed at attracting individuals who graduated from high school several years ago.

The desire to continue one's education for self-improvement is commonplace among industrial employees. But many employees, because of apprehension and responsibilities, find it difficult to get started in a program. The university may be able to assist these employees by offering a course where the prospective students work.

This paper will discuss the results of one specific mathematics course offered on-site. Mathematics 102 was offered two nights a week during Autumn, 1980, at Liebert Corporation in Worthington, Ohio, by The Ohio State University. Mathematics 102, a review of basic algebra, is the most common first mathematics course taken by entering Ohio State freshmen. (Math 100 is a more basic course taken by many students prior to Math 102.)

Liebert Corporation is a rapidly growing plant specializing in computer room air conditioning and in associated fields of specialized refrigeration, heating, and air conditioning systems. There are approximately 700 employees at the Worthington plant located 10 miles from the Columbus campus. Liebert was selected to attempt an on-site mathematics course for at least three reasons. First, because of the rapid growth, many employees in their 20's and early 30's might be interested in a contact with higher education. Second, the technical

nature of the product contributed to the desire of the employees to enroll in a mathematics course. Third, the company expressed interest in the program.

Liebert welcomed the university personnel and encouraged its employees to enroll in the course. Company personnel made certain that the instructional facilities for the class were adequate. The company policy of tuition and fee reimbursement contributed to making the course attractive to its employees.

Initially, twenty men and seven women registered in the course. The students tended to be among the younger employees. The average length of time since high school graduation was 8.2 years. Fourteen students graduated within the last 6 years, and 20 graduated within the past 10 years. Only one student graduated more than 20 years ago.

The students enrolled in the on-site course were not students who were likely to enroll in on-campus classes. In fact, only one of the 27 students was currently taking courses at Ohio State. Eight of the class members had previously taken courses at some institution of higher education. However, many of these had not taken courses for several years.

Students' reasons for enrolling in the mathematics course were varied. Some aspired to pursue a college degree, usually in a major related to the work done at Liebert, i.e. engineering or business. The most common reasons were to attempt a college course for their own self-improvement or to see if they could succeed in college courses.

Twenty of the 27 students completed the course successfully. Of these 20 students, 17 stated that they intended to take another course the next term if it were offered on-site. Twelve students indicated that they wished to eventually pursue a degree program on campus. Most students stated that they preferred to take courses on-site. The students, in their course evaluations, said that they enjoyed taking the course in a comfortable setting among friends with whom they were able to study. The university viewed the program as successful in introducing the university to a new group of non-traditional students.

Based on the Liebert experience, future on-site course planning should consider the following:

1. Screening students to assure they have sufficient background to succeed in the course;
2. Developing an instructional plan to facilitate a smooth transition into the course for the non-traditional student;
3. Providing students with sufficient help outside class;
4. Improving the logistics concerning student registration, paying fees, purchasing texts, and dropping courses;
5. Developing policies determining how the university and company will handle potential problems such as an employee who is terminated during the academic term.

The Mathematics 102 course was accessible to a majority of the students. Yet, there were four cases where students did not have adequate background and thus were forced to drop the course. For these students, a more basic course would have been appropriate. It is likely careful screening, including a placement test prior to the course, would identify these individuals early. This

would prevent negative experiences resulting from students enrolling in a course without adequate background.

Although it would be inappropriate to compromise the syllabus of a specific course, it may be necessary to adjust the pacing to accommodate the needs of non-traditional students. It is critical for the course introduction to provide a smooth transition, which takes the class members' existing skills into account. After one class period, it became clear that many students capable of succeeding needed to review specific material not usually covered during the course. One recommendation is to plan two or three sessions prior to the beginning of an on-site class to assess the backgrounds of the potential students and to review prerequisite material.

Planning must also recognize the importance of arranging times and places for the instructor to help students outside class. This planning must consider the students' schedules. Many students may be too tired after work and an evening class to see the instructor. During the course at Liebert, the instructor was available to help students several days in addition to the regular class days. During this time the instructor acted as a tutor in an informal setting. Although attendance was not required, over 60% of the students attended these study sessions. Providing individual help may require additional instructor time or hiring a tutor. However, this individual help must be provided if some students are to succeed.

There were a few bugs in the record-keeping processes. Although the problems were minor, they illustrated the need to develop and maintain lines of communication between the company and university personnel involved in such an endeavor.

Finally, how the university and company will deal with a terminated employee is a complicated problem, but a policy needs to be developed. The company, for security reasons, may not wish to allow a hostile ex-employee on its premises. Yet, the university feels an obligation to such a student. One such problem did occur at Liebert and was resolved easily. However, there is a potential for legal questions from similar conflicts, and policies to handle such incidents must be worked out between the university and the company in advance.

Summary:

Offering selected introductory courses on-site provides both challenges and opportunities for institutions of higher education. Many employers encourage their employees to further their education, and reimbursement programs are becoming commonplace. On-site courses can be highly successful in providing non-traditional students with an initial contact to higher education. This initial contact can be made easier by allowing the students to take courses with their peers in a familiar setting. Once students have a positive contact with higher education, they usually develop the desire and confidence to continue. For many non-traditional students, the most formidable problem is starting a first course in higher education. Part of the answer may be on-site courses.

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MAN AND MORAL BEHAVIOR: A TRADITIONAL INTERDISCIPLINARY COURSE!

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Moral philosophy or moral values have always been uniquely and inseparably connected with the most important issues of modern higher education. Over the decades, the approach to teaching ethics, or moral philosophy, changed, and interest in the topic began to wane. By the end of the mid-sixties, few students were enrolled in such courses. Today, a rebirth of interest is evident, perhaps because of the complexity of problems facing society today, each requiring a moral decision as well as a practical solution. Now there is a renewed conviction that moral issues are basic to the process of education (Sloan, 1979).

One way to begin the reintroduction of moral philosophy into the undergraduate curriculum is through interdisciplinary courses. Such courses are often viewed as a better approach to subject matter presentation than traditional courses of one focus, and community colleges are institutions likely to experiment with innovative courses as well as teaching methods (Collins, 1977). While some interdisciplinary courses appear to be far reaching and global in approach such as "Science, Morality, and Everything Else" (Morrison, 1977), most interdisciplinary courses are narrowly focused on specific topics, such as consumerism, sports, or career planning.

This article describes an interdisciplinary course that differs from other courses described by institutions of higher learning. A survey was mailed by random selection to 46 institutions in the Great Lakes states, since Lakeland Community College is located in this region. The letter requested general information about that institution's interdisciplinary program as well as specific details if the college offered the course similar to Lakeland Community College's "Man and Moral Behavior."

Of the 20 responses received, one institution described an ID 100 course, "Issues in Human Values." That course was required and generated an enrollment of 850 freshman or transfer students per year. The faculty voted to do away with the course after two years "because student experience was not uniform and because of work load problems the course created" (survey response U of E 2/7/80).

Most of the responses described interdisciplinary courses that focused on a variety of specific topics such as art, woman's role, retirement planning, urban studies, survival of man, or total interdisciplinary programs that were comprised of many traditional courses.

One response described a course on moral decisions that was taught solely by the university's Philosophy Department; one listed "Man and Religion" as a humanities credit course. No respondent nor a review of literature produced a course that teaches the qualities and methods of moral decisions. Man and Moral Behavior is unique in its focus.

The institutions responding to the survey did indicate many and varied approaches to interdisciplinary courses. Some courses were team taught, and others were the responsibility of one faculty member who scheduled guest lectures by other faculty or experts from the community. None indicated a course composition of four disciplines. Thus Man and Moral Behavior is unique in its design.

"Man and Moral Behavior" is a 4-credit-hour course at Lakeland Community College, which is located in northeastern Ohio. The college catalogue describes the course as "An interdisciplinary review of how man has established and responded to ethics and morality. The course analyzes the question of morality as viewed by four disciplines: philosophy, literature, sociology, and psychology. A professor from each discipline presents 10 hours of lecture and discussion. Students receive a grade for one credit hour in each of the four areas and must enroll in all four discipline courses."

The goals include but are not limited to:

A. Focusing on the complexity of moral/ethical behaviors or judgments through investigation of classical and modern philosophical principles.

B. Reflecting on moral behaviors and judgments from an historical perspective based on classical and modern fictional works.

C. Examining morality from a cultural viewpoint emphasizing the individual's relationship to society.

D. Studying one theory of moral judgment based on a cognitive developmental viewpoint.

E. Presenting students with alternative and/or opposing concepts or morality and moral behavior.

F. Providing students with some basis of making moral decisions or acting with moral behaviors when applying concepts of morality and ethics to their individual experiences.

The master outline for "Man and Moral Behavior" describes the instructional method as "primarily lecture and student discussion. The course is listed as team taught; however, each member of the team will present materials individually and determine the grade students receive in that segment of the course."

"Students will receive four separate grades. Because each instructor will determine the method of evaluation and grade, no comprehensive final examination will be scheduled. However, students are required to be present during the regular examination period to participate in a final review through a panel discussion with all four of the instructors."

Interdisciplinary courses are often viewed as alternatives to traditional education (Blissmer, 1976), as well as serving the needs of nontransfer students (Stack, 1975). "Man and Moral Behavior," however, is a traditional course of one credit hour in each of four traditional disciplines. The content of this course has long been a part of college curricula, and credits transfer to four-year institutions. The instructional method of lecture, assigned reading, discussion, and final examination is traditional. While the panel discussions by

faculty are sometimes viewed as innovative (Jamieson, 1977), the panel discussion of this course occurs after students have completed academic requirements and is actually a review, or summing up, session.

Once the time of the course has been selected by the four instructors, no other scheduling or paperwork problems arise. Each faculty member functions independently from the others. Casual discussions occur, of course, but no formal planning sessions were required after the master outline for the course had been written and approved by the institution's curriculum committee.

"Man and Moral Behavior" has been offered twice, with student evaluations positive. Their comments about the course reflect their interest in the topic as well as the unique combination of credits in each of the disciplines. In response to an open-ended questionnaire about the course, the majority of students stated that they would recommend the course to other students. The course is an elective with enrollment small, but the student response has been positive, and the course is being scheduled for future offerings.

"Man and Moral Behavior" is a unique and innovative course in some aspects, but it is still a traditional course in that it is designed to confirm the long-standing belief that education must include a study of moral values. This course is interdisciplinary because each of the four disciplines can teach students the issues of moral conflict and moral thinking. "Man and Moral Behavior" is not a topics course resolving current problems; it is more a part of the current "back to basics" movement that fills a curriculum void in higher education.

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PUBLIC RECORDS IN OHIO

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This is a brief but informative article concerning public records in Ohio. Many of Ohio's community colleges and universities offer courses and programs applicable to the public sector. Likewise, most of these educational institutions are public agencies themselves. The purpose of the article is to alert administrators and faculty members that are concerned with or have responsibilities for various record management functions.

Ohio's Public Record Statute

Ohio's public record statute was enacted in 1963. It appeared to be a rather straight-forward and simple statute:

> As used in this section, "public record" means any record required to be kept by any governmental unit, including but not limited to, state, county, city, village, township, and school district units, except records pertaining to physical or psychiatric examinations, adoption, probation and parole proceedings, and records the release of which is prohibited by state or federal law.

> All public records shall be open at all reasonable times for inspection. Upon request, a person responsible for public records shall make copies available at cost within a reasonable period of time (130 Laws of Ohio 155, 149.43 - 1963).

The statute was enacted to codify the general common law right to inspect public records which Ohio courts had recognized since the turn of the century (Wells v. Lewis, 12 Ohio Dec. 170 - 1901). The common law right was subject to the limitation that such inspection did not endanger the safety of the record, or unreasonably interfere with the discharge of the duties of the officers having custody of the same. The courts also maintained that the general right to inspect included the right to make copies of the record.

Litigation since 1970, however, has raised several concerns and problems. In fact, so disturbing was the problem of law enforcement investigatory records that the General Assembly amended the statute in 1979 (effective 18 January 1980) to read:

> Sec. 149.43. (A) As used in this section:
>
> (1) "Public record" means any record that is required to be kept by any governmental unit, including but not limited to, state, county, city, village, township, and school district units, except medical records, records pertaining to adoption, probation, and parole proceedings, trial preparation records, confidential law enforcement investigatory records, and records the release of which is prohibited by state or federal law.
>
> (2) "Confidential law enforcement investigatory record" means any record that pertains to a law enforcement matter of a criminal, quasi-criminal, civil, or administrative nature, but only to the extent that the release of the record would create a high probability of disclosure of any of the following:
>
> (a) The identity of a suspect who has not been charged with the offense to which the record pertains, or of an information source or witness to whom confidentiality has been reasonably promised;
>
> (b) Information provided by an information source or witness to whom confidentiality has been reasonably promised, which information would reasonably tend to disclose his identity;
>
> (c) Specific confidential investigatory techniques or procedures or specific investigatory work product;
>
> (d) Information that would endanger the life or physical safety of law enforcement personnel, a crime victim, a witness, or a confidential information source.
>
> (3) "Medical record" means any document or combination of documents, except births, deaths, and the fact of admission to or discharge from a hospital, that pertains to the medical history, diagnosis, prognosis, or medical condition of a patient and that is generated and maintained in the process of medical treatment.

(4) "Trial preparation record" means any record that contains information that is specifically compiled in reasonable anticipation of, or in defense of, a civil or criminal action or proceeding, including the independent thought processes and personal trial preparation of an attorney.

(5) All public records shall be promptly prepared and made available to any member of the general public at all reasonable times for inspection. Upon request, a person responsible for public records shall make copies available at cost, within a reasonable period of time. In order to facilitate broader access to public records, governmental units shall maintain public records in such a manner that they can be made available for inspection in accordance with this division (1979 Laws of Ohio. Amended Substitute Senate Bill 62 and 149.43, 113th General Assembly).

College and University Records

Section 121.21 of the Ohio Revised Code states that a state agency may make and preserve "only such records as are necessary for the adequate and proper documentation of the organization, functions, policies, decisions, procedures, and essential transactions of the agency." Thus, one could assume that all records maintained by Ohio Colleges and Universities are necessary for adequate documentation of its activities (definition of a "record", Section 149.40, Ohio Revised Code). Records kept for other reasons would be in violation of this statute.

Numerous records are maintained by colleges and universities such as payroll, accounts receivable, accounts payable (including purchase orders and travel vouchers), personnel evaluations, outside employment of faculty members, sick leave documentation, and, of course, student educational records. The student education records are definitely not public records because they are confidential by federal statute -- the Family Educational Rights and Privacy Act of 1974, as amended.

Litigatory Analysis and Guidelines

An analysis of the evolution of the public records statute and its interpretation by Ohio courts was the subject of research conducted by this author in 1980. The focus of that research was law enforcement investigatory records. However, the conclusions and implications drawn from the study are relevant to other records functions in the public sector.

Analysis of judicial interpretations of the original public record statute provides the following conclusions:

1. Unless specifically exempted or labeled confidential by state or federal law, all records necessarily compiled and maintained for the execution of the duties and responsibilities of a public agency are public records.

2. As long as Ohio's public colleges and universities are receiving federal funds, there is no conflict between federal and state laws regarding the privacy of education records. However, should such funding cease, Ohio's public record and privacy statutes would become controlling.

The above implies that public administrators should establish a mechanism for labeling records as "public" or "confidential" in order to ensure compliance with the amended statute. More importantly, the impact of the above conclusion will necessitate contemplation by administrators of the following:

1. What records are mandated to be kept by law?

2. What records are confidential by statute or exempted from the definition of a public record?

3. Of the records not encompassed by items one and two above, are they necessary for the execution of the duties and responsibilities of the agency?

4. Based on the responses to the above, what are the potential consequences of disclosure of those records deemed public?

Certain guidelines for administrators can be inferred from the above. They should (a) determine whether there is legislative authority for making and maintaining any record in question, (b) if so, review the law to determine whether the record is confidential, and (c) if not, determine whether the record is necessary for the functioning of the agency. If it is not necessary, it should not be maintained nor compiled. (There are also state laws on the destruction and transfer of records - Sections 149.32 and 149.351 Ohio Revised Code and Chapter 149:1-1, Ohio Admin. Cost, 1978.)

To illustrate, this author finds no statutory authority that declares confidential the following: personnel records, internal memoranda and reports, employment examinations (unless purchased from commercial sources), course examinations, library book circulation records, travel reimbursement forms, computer programs, and purchase orders. Legislative authority for the making and maintaining of such records rests with the boards of trustees when higher education institutions are concerned. Obviously such records are probably necessary for the institution to execute its duties and responsibilities. Therefore the inference is that such records are public records unless they are specifically exempt by law.

Summary:

The above discussion of public records in Ohio is rather distrubing from a public administration viewpoint. It implies that most records maintained by colleges and universities (outside of educational records protected by the Family Educational Rights and Privacy Act of 1974) are public records.

It is suggested that public administrators conduct their own analysis of their record function in conjunction with legal advice. It may be that Ohio law is in need of revision to protect the integrity of certain records and processes in public agencies.

It should be noted that this article is not an in-depth presentation of all the problems, implications, and related statutes concerning public record management. It is meant to encourage review and analysis of the individual situations of the reader.

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TECHNICAL EDUCATION GRADUATES HAVE CLASS

Commencement Address
Northwest Technical College
May 29, 1980

RICHARD M. LIBBY

Technical education is one of the finest investments an individual can make. It's one of the finest investments the state of Ohio can make for its population and business and industries. Individuals can begin to reap the rewards of society through strong employment opportunities after approximately 18 months of training. The state of Ohio, through a reasonable investment in this type of education, can reap the reward of taxes from highly skilled technicians in less than two years. Technical graduates have the opportunity to be appointed to some of the finest positions in the United States. From a national standpoint, there are currently over a million vacant technician positions at the present time.

What is so unique about technical education? What do I mean when I say technical education has class? Take the acronym CLASS. I'd suggest that C stands for Competence, L for Leadership Ability, A for Attitude Toward Work, S for Sophistication, and the last S for Savvy.

Competencies needed by graduates of Ohio technical colleges are determined cooperatively through the best minds in its community who serve as advisors of various technologies. These advisory committee members in cooperation with the instructors and the administration of the college work long and hard to determine what a person ought to know, be able to do and how well before they graduate and enter business, industry or public service occupations. Northwest Technical College, like most other technical colleges in this state, works long and hard to assure that their graduates are highly skilled with competencies that are useful in getting a job, keeping a job and succeeding in a job. This effort to assure competencies by a student is very fundamental to technical education and it is one of the wisest investments that they can make. Most of this goes on without the knowledge of the student, without the knowledge of the public. This does not guarantee the graduate a position in business or industry. But it does assure that if the student does receive an appropriate appointment, he is going to be able to do the job. Of course, all of this is contingent upon the investment that the student has made during his months of training. The fundamental question again is what it is the student ought to know, be able to do, and how well. It is and has been the responsibility of faculty to assure, given an equal commitment by the student, that those competencies are taught and achieved. As a consultant to Northwest Technical College, I can assure you graduates and your parents and relatives that Northwest Technical College is becoming a leader in this state with its curriculum development on a competency-based system.

Leadership. Competence and Leadership. Another fundamental concept in technical education is the development of leadership by its students. National corporations and local businesses have for years been depending upon the professional, baccalaureate and graduate degreed individuals to lead their production or service enterprises. They are now turning to the technicians for high-level leadership. There is strong evidence that the technicians of today are conducting the leadership affairs commonly carried out by the baccalaureate prepared individuals ten years ago. Technical education must recognize that it is not enough just to train an individual to use his brains in fabricating some type of mechanical monster. Very frankly, the technician is compelled to deal not only with the high-level theorist, but with the skilled craftsman, who very well may not understand why something is done as it is. The technician is required not only to know why, but how to get something done. The technician very often is a mid-management or paraprofessional person who sees, in fact, that a job gets done and done correctly. We teach technicians to deal with people, and we do this by teaching a balance of theory and practice. Technicians are trained to get in there and get their hands dirty and at the same time be able to take the place of a white collar worker when necessary. I am personally aware of the efforts that this college is making to develop the leadership capabilities of students, and I commend them for their efforts.

Attitude Toward Work. Competency, Leadership and Attitude. Technical educators have long believed that attitudes can be developed, and they can be developed by the examples that faculty and the college in general can provide to individuals who attend. Technical educators work hard for a living. They expect technical education students to work hard also. We recognize that certain attitudes cannot be changed easily. I assure you, however, there is not a single graduate here today who doesn't recognize that he has worked and worked very hard during the last two years to be where he is. A strong attitude and willingness to work is one of the greatest attributes that a graduate can have. Reasonable competency does not have to be outstanding. Common sense leadership does not have to be exemplary as long as the graduate demonstrates strong and healthy work attitudes. Technical education can be very proud of the fact that there are no deals. There is no way to make it in technical education unless you are willing to work and work hard. The business and industries and service agencies in this area know very well that if a person graduates from Northwest Technical College that they have to have a reasonable attitude toward work and getting things done or they would never be here today.

Sophistication. Competency, Leadership, Attitude and Sophistication. What do I mean by sophistication? When I talk about sophistication, I don't mean that you have got anything to be snobby about. You do, though, have something to be very proud of. And that is that the work that you have completed here has very high standards and they are going to be very acceptable and considered quite sophisticated by the potential employers that you will be meeting in the next few weeks. In fact, the sophistication of our program is

recognized to such a degree that the technical colleges in Ohio can boast that more than 85 percent of their graduates are placed in the field of work for which they are prepared. Business, industries and service agencies recognize the high level of work that is done in the technical colleges and are constantly in contact with us recruiting our students and graduates. In fact, over the years there have been instances where I have had to tell employers to leave our students alone and give them the opportunity to graduate.

Savvy. Competency, Leadership, Attitude, Sophistication and Savvy. Savvy to me means that you know what's going on outside of education. You've been prepared to handle it, and you are capable of leaving this institution and persevering during tough times. Technical education has a long record and can demonstrate that when the economy gets tough, it is much tougher for the employers to dismiss the highly qualified technician. In fact, you will find that when the economy is under rough circumstances, that the technician is often called to take on the white collar jobs or even do the blue collar work as skilled craftsmen. The advantages to the business and industrial world is the flexibility and the savvy that technicians have demonstrated. Technicians have a long reputation of surviving and being promoted when the less prepared become unemployed.

I'd like to commend each of you for making the choice of technical education. I recognize that this has been a tremendous investment of your time and effort, but I can assure you there will be no regrets. If you have put forth effort equal to the faculty and the administration and the staff of Northwest Technical College, you have received one of the finest educations that you can receive anywhere in Ohio. The advantages of attending a school such as this are tremendous. Not only have you had the opportunity to develop competencies to get you a job, to keep and succeed in a job, but you have had the opportunity to develop leadership. If your attitude is as positive and if your dedication and willingness to work runs as deep as that of the faculty and staff of this college, then you are ready for a fine position and ready to go to work.

We know about the sophistication of our programs here and we are confident that you are leaving us with enough savvy to continue to learn and take the responsibility for your own development.

I commend each and every one of you for your achievement. I commend the Board, the administration, the faculty and the staff for the development of such a fine college. This institution is one of the finest investments the taxpayers in Ohio can make.

And graduates, I commend you. You are leaving here with CLASS.

Richard M. Libby, President,
Muskingum Area Technical College
Zanesville, OH 43701

PRACTICUM

Dr. Klingensmith has been involved in several educational treks for Newark Campus students. As an instructor he believes that the educational treks, while providing a meaningful learning experience for the students, have helped him grow professionally and build an understanding seldom achieved in the more formal classroom structure.

THE EDUCATIONAL TREK

ROBERT D. KLINGENSMITH

For the past seven years the Student Services Office and the Student Activity Board have co-sponsored educational trips to such places as Boston, New York, Philadelphia, Washington, D.C., Florida, and Colorado. These trips or treks as they are called have been designed to combine The Ohio State University's Newark Campus and Central Ohio Technical College's academic and recreational programs in a complementary manner. Early this fall twenty-seven students, two administrators, and a geography professor completed the most recent trek, which is outlined in the following map. The group spent slightly over three weeks studying, camping, and touring in Colorado, Utah, Wyoming, and South Dakota.

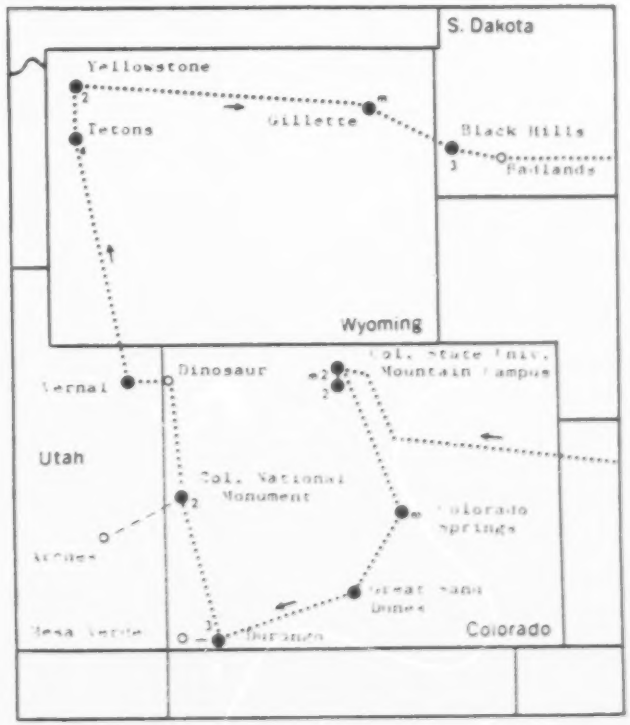
Planning for this event, however, began almost two years before when the itinerary was drafted and the initial cost estimates were made. The program was then approved by the administration and Student Activity Board. The Trek was scheduled for the inter-term period before the start of the Fall Quarter of 1980. Most of the previous treks had lasted about a week and were scheduled for the Spring Break. However, because of the longer duration of the Colorado trip, late summer was considered to be ideal as it allowed students to complete summer term courses or work during most of their summer vacation. It was also the only open period in the University's calendar when weather conditions were suitable for camping in the region.

Academic credit in the fields of geography and physical education was offered to students going on the Trek. The geography students attended about ten hours of pre-trek lectures on various aspects of climate and geomorphology before they left for the West. In addition, other sessions were held to provide the students with necessary background information on camping and hiking skills. The academic program was also supplemented during the Trek with mini-lectures at various sites, small group discussions, tours of park museums and displays, and presentations by park officials. Finally, the students prepared papers on regions they visited or on topics related to the regions (the papers were completed during the Fall Quarter).

The cost of the Trek, which included transportation (via two fifteen-passenger vans), lodging, meals, and admission to planned events, was $350 per student. An Activity Board grant provided an additional $130 per student. As always, student interest in the Trek was high: on the opening day of registration over thirty students paid their deposit within the first hour and a half.

Those directly involved with the program have found it to be very stimulating and gratifying for a variety of reasons. From a general standpoint the treks have helped develop leadership skills, increased self-reliance, stimulated interest in the academic program, developed an espirit de corps among the participants, and have helped many of the students become more mature and thoughtful individuals.

1980 EDUCATIONAL TREK



● Major stops (number indicates days)

m Overnight stays in motels

71

While a number of different divisions of the Technical College and departments of the University have co-sponsored the treks over the years, the program seems exceptionally well suited for the study of geography. For a student living in the Midwestern United States and not traveling widely, the world may appear to only be made of deciduous trees and glacial debris. All of them have surely seen pictures of desert landscapes and alpine meadows, but unfortunately few of them have spent time living in these environments. If "a picture is worth a thousand words," the impact of living, hiking, and studying in a glacial valley 10,000 feet above sea level must be immeasureable. From a teaching standpoint, showing the students the Gros Ventre Landslide as you explain it has a much greater impact than even the best conceived lecture. You can almost see the "light bulbs" going on in the students' heads as they study the landscapes.

On the 1980 Trek some of the most interesting and valuable learning experiences seemed to happen by chance: for example, a sudden summer storm dropped nine inches of rain in a half-hour into the wadis of Arches National Monument, changing them into raging streams; and John Thundercloud, a Nez Perce Indian, spent an hour sharing his views and culture with the students during a chance meeting at Dinosaur National Monument. An Amish couple from Kansas and a French couple from Paris provided the students with a glimpse of their culture on the train trip from Durango to Silverton. None of these events could have been planned, but all made a lasting impression on the students and were an important part of the total learning experience.

As an instructor I found that the treks have helped me grow professionally. Living and working with students in an informal setting help both the student and the instructor to build an understanding which is seldom achieved in the more formal structure of the classroom.

The student evaluations of this trek were in general very positive. Polled on the question of cost, 56% of the students indicated that the trip was worth more than they paid, 41% said that it was worth the amount they paid and 4% (one student) felt the trip was too expensive. Most students indicated that the number of nights in a motel versus camping was satisfactory (considering the amount of rain we had, that was somewhat surprising). Also the majority was satisfied with both the quality and quantity of food prepared, despite the fact they cooked most of the meals themselves. Finally, all twenty-seven of the students felt that the trip was both "academically enlightening" and "culturally enriching."

A well-planned and conceived trip can be a meaningful learning experience for everyone. While not everything on a trip of this type falls neatly within a single discipline, the total learning experience can be very meaningful. The 1980 Educational Trek was for me one of the most satisfying moments of my teaching career, and I would encourage all college instructors to consider the potentials of this type of learning adventure.

Robert D. Klingensmith
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Newark, OH 43055

72

PLUS ONE

The JOURNAL OF HIGHER EDUCATION has graciously consented to allow the OATYC JOURNAL to reprint the very timely article by Maurice Arth, "Coping with the Ethics of Decline," copyright 1980.

COPING WITH THE ETHICS OF DECLINE

MAURICE ARTH

The 1970's began with colleges and universities caught up in the euphoria of constant growth: more students; rising income; and expanding faculties, staff, and facilities. But before long, Humpty Dumpty began to feel unsettled on his wall.

By the middle of the decade, it was accepted that enrollments would soon level off and then decline. Foresighted educators increasingly recognized that as the fewer babies born after 1957 began to reach college age, higher-education enrollments would drop, and so would revenues. Suddenly, strong institutions had doubts about the durability of their strengths, average institutions saw themselves weakening, and weak institutions thought principally in terms of survival.

Over the past few years I have become increasingly uneasy about the messages delivered by higher education leaders at conventions on "planning for the steady state" and "coping with decline." One thesis seems to be accepted by many who speak about those new trends in higher education and by many board members and administrators who direct its institutions as well: that each existing college and university has the moral obligation to make every possible effort to keep its doors open, to keep all of its existing employees on the payroll and working, and to keep its facilities fully utilized.

That this is "good" goes almost unchallenged, even if, in order to accomplish it, the college or university must pirate enrollments from its sister institutions, or seek to market its services to people who have felt no previous need to further their education.

While the analogy is admittedly imperfect, the problem can be illustrated in its simpler dimensions by considering the elementary-school district. Declining enrollments there do not provoke the school board and the administration to seek to market educational programs to people who are served by other institutions or who are not presently served at all. Providers of programs in such districts seem to accept the necessity of simply closing down facilities made superfluous by decreases in student numbers.

Why, in contrast, is every college and university assumed to have -- even in the face of obviously declining demand -- an obligation to keep all of its facilities open and its entire complement of teaching, administrative and support personnel fully employed? What is the ethical basis for the new and aggressive competition for students and for the new focus on identifying and seeking to satisfy "unmet needs" of groups who until now have not seemed to merit the college's attention?

I am not challenging the value of education as a good in itself. I believe in higher education as a *sine qua non* for the kind of society in which I wish to live. But if, when the numbers of students were still growing, ethics did not demand the kind of competition for them now being fostered, nor the kind of effort to recruit new types of students now being encouraged, it seems appropriate at least to question the philosophical and motivational bases for some part of the present drive toward enrollment maintenance.

One distinction between for-profit and not-for-profit organizations is the matter of basic justification: the essential criterion for existence by which all else should be measured. In the case of for-profit organizations, some variation of return-on-dollars-invested is the "bottom line" on which they base, and against which they measure, their goals and objectives, their programs, and their achievements. Not-for-profit organizations, too, must evaluate their programs against a very real bottom line --one, however, that is much less easy to define and measure, i.e., some formulation of contribution to the public weal.

This is a crucial distinction in developing plans for and assessing the effectiveness of, the two types of organizations. Not-for-profit orgahizations, including the nation's colleges and universities, have no reason for existence except to meet demonstrable public needs. Survival is, in itself, no proper ethical basis for continuing a college, a health organization, or a religious body. The ethical basis is the meeting -- with a reasonable advantage of benefits over costs -- of the public's educational, health, or spiritual needs. When those organizations -- or their component programs -- fail to do this, for whatever reason, they, or their marginal programs, no longer have a valid justification for continuing to exist -- just as the business firms, or their product lines, that fail to meet the simpler return-on-investment criterion soon disappear from the scene.

The question, therefore, is whether the leadership in higher education is giving sufficient attention to determining when and where the public weal might be best served by constricting programs, staff, and facilities -- obviously in as sensitive and humane a manner as possible.

My own institution, like the rest, must decide what to do in the situation faced nationwide by higher education in the 1980's, although the problem is not so severe for us as for many others. We are a large, multi-campus, urban community college district serving a broad metropolitan area with a vigorous sellers' market for literate job seekers with the kinds and levels of post-secondary vocational training that we are equipped to provide. Of course, the number of graduating seniors from local high schools is dropping as precipitously here as elsewhere. However, for a long time we have been successfully serving the educational needs not only of the younger traditional, liberal-arts students but also of adults seeking technical and vocational training.

In fact, the average age of our student body, now 28, has been rising for some years, and the focus of our educational programs, always somewhat weighted toward career and vocational education, is becoming even more so. Our projections show that as the post-World War II baby-boom bulge moves through increasingly older age brackets, we should be able to maintain or increase our present enrollments, with the fewer students from the declining 18-to-24-year-old group fully offset by more than the progressively expanding older categories.

Nevertheless, it is inappropriate to treat survival and growth as unqualified goods in themselves. Rather, I believe higher education's leaders should continue to bear in mind that the only reason for the existence of our institutions is to meet the significant and demonstrable educational and related service needs of the public.

It is questionable ethics -- and in any case pragmatically not even effective -- for the higher-education establishment to struggle excessively to maintain fully the status quo, in the face of what is a prima facie case of declining need. When, in some absolute sense, the public's educational needs decline, so should society's commitment of resources -- as represented by our physical plant and equipment and staff.

Let us consider for a moment whether our response should not be -- and in the end may not have to be -- like that of the elementary school district that has little choice but to keep the resources it employs in balance with the requirements of the population it serves; and which therefore plans positively for, rather than struggles against, the inevitable.

Maurice P. Arth
Vice Chancellor Financial and
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FORUM

ISSUE: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?

Inspired by Maurice Arth's candid and timely article, "Coping with the Ethics of Decline," the JOURNAL has posed the question, "Should there be a limit on student enrollment in an era of financial restrictions?" Responding are Mary Ann Fagg of Clark Technical College and Gordon Brooks of Columbus Technical Institute.

IN RESPONSE:

MARY ANN FAGG

In response to Maurice Arth's article, "Coping with the Ethics of Decline," I find myself in agreement with his basic tenet that programs and colleges that do not meet public needs should be eliminated. However, I disagree with his analogy that the public school system can be a model for handling enrollment decline in higher education.

In Ohio, there exist many private colleges and universities which provide the same services as state institutions. Thus competition for students does exist. So in these times of severe inflation, economic factors are deciding the fate for some private schools' programs and enrollment. As these private schools retrench, are state institutions under a mandate to provide these defunct services?

Furthermore, in Ohio, the state has added two-year colleges to an already existing system of four-year institutions. Thus two- and four-year schools can offer duplicate services to the lower division of the undergraduate population. Then the question arises, "Who will be allowed to decide the cutback for competing state schools?"

Financially, the state legislature has to respond to more demands than a local school board. The Ohio Board of Regents makes recommendations to the legislature for funding of programs and enrollments. Since the Board is removed from consumers, commonly those educators (many times in concert with legislators) who plead their cases more effectively are the ones who receive Board approval.

In conclusion, the decision making process for program and enrollment determination for higher education is dynamic and multifacted for Ohio. No single governmental body holds both financial and administrative control. Thus, the solution of competition among state and private institutions for the same student sector involves a political process that responds and to tradeoffs, power and prestige rather than to ethical considerations.

But the true irony of the entire controversy over retrenchment in Ohio is that this seems to be an academic exercise. Controlling growth rather than decline seems to be the problem for state schools in Ohio.

Mary Ann Fagg
Admissions,
Clark Technical College
Springfield, OH 45505

CAPPING ENROLLMENT

E. GORDON BROOKS

Recently Sam Barone, a public information officer at Kenyon College, compared the rising cost of education with the price of a Chevrolet Impala. In 1970 it cost $3,230 in tuition, fees, and room and board to attend Kenyon for nine months. The base price of an Impala at that time was $3,500. The price of a Kenyon education this year will be $7,495. The Impala will cost $7,514. No, this doesn't prove that the price of education is linked to General Motors; but it does show that the cost of education rises like any other commodity. When production cost begins to rise, the producer necessarily worries about maintaining high quality while at the same time keeping cost low. The buyer wants the finest product available at the lowest possible cost. Education is no exception. The difference is that educators deal more directly with human beings -- with the quality of human life. And that eventually effects the quality of society -- from family relationships to industrial production. The problem is how to offer quality education at a low cost when the dollar is floating like a helium balloon, straight toward the stratosphere.

One solution to this problem might be to limit student enrollment (capped enrollment). This means that tuition dollars would decrease. However, tuition pays only 35% of the educational bill at state supported institutions -- 65% is paid by state subsidies. That 65% could provide a higher quality education for fewer students. Another possible positive result of capped enrollment could be the indirect political pressure applied to members of Congress. Disappointed, rejected students, families and friends would probably rattle the eardrums of their congressmen until state subsidies were increased.

There are other possible results. Capped enrollment could cause funds to diminish in the future because state subsidy funding is based on prior enrollment history. The Board of Regents will allocate funds based on enrollment figures from the past. This could limit, or at least slow down, possible future growth. A lack of qualified graduates might also affect the quality of community life. Industry, government and social services could suffer. The people who would be hurt most severly by capped enrollment are the prospective students. Many of those students denied enrollment would be forced into inferior and dissatisfying jobs.

The problem remains -- financial restrictions and more students --seeking an education. How can an educational institution maintain quality education at the lowest cost possible? The first thing the institute should do is redefine its purpose, then answer some basic questions. What is the institution supposed to accomplish? What do the majority of the students, community and taxpayers need? Honest answers to these questions should be sought periodically. Some institutions may find they are trying to provide more than is needed. It is important to remember that it can be harmful to over-train a student to the point where he or she wastes money and time and experiences job dissatisfaction. Other alternatives to capped enrollment are reviewing curriculum courses, more careful scheduling, and judicious use of part-time instructors. Another solution -- and the one most disliked by all -- is raising tuition. It is a fact of inflation -- tuition goes up just like the prices of automobiles, fuel, and beer. However, most students find education a worthwhile investment. Thomas B. Prieto, former educator and now realtor and private contractor, maintains that the wisest thing for a person to do in a recession is to further his or her education.

Capped enrollment is not the best solution to a quality education in an era of financial restriction. The law of supply and demand also applies to education. If there is a demand, an economical way must be found to provide the supply. Educational opportunity has to be provided for -- for every person who wants to learn. It's the American way.

E. Gordon Brooks
Instructor,
Communication Skills,
Columbus Technical Institute
Columbus, OH 43215

REACTION

The JOURNAL encourages letters and articles in reaction to its contents, its policies, and its activities. The following article is in reaction to Philip Sinclair's article, "The 4-S Method of Improving Teaching."

FRED C. FEITLER

What does research have to say about Philip Sinclair's suggestions that "There are four fundamentals to improving one's classroom instruction: S--style, (S) -- showmanship, S -- simplicity, and S -- specificity"? Although Aristotle, Plato, and their Greek contemporaries are credited with being the first to look at fundamental characteristics of the "good teacher," it is within the past 50 years that we have begun to examine teaching behavior and the effects of teaching. This includes the tools of science and especially statistics and more complex data processing techniques. Three works in particular are noted for those who might wish to examine the probable effects of the 4-S's on classroom instruction. These are (1) The Handbook of Research on Teaching (Gage, 1963), (2) Teaching Behaviors and Student Achievement, (Rosenshine, 1971), and (3) Research on Teaching (Peterson and Walberg).

Because Sinclair's suggestions appear to be directed at teachers of higher education, that level of teaching will be highlighted. The reserach literature does not, despite Sinclair's entertaining examples, single out the 4-S's as being fundamental. To the contrary, the literature suggests that by whatever criteria one judges effective teaching, "good" teaching is at best a complex interaction of many variables, of which style, showmanship, simplicity, and specificity are not singled out as even probably causative factors. Popham ("Development of a Performance Test of Teaching Proficiency," 1973) even goes so far as to suggest that the quality of learning is different for each setting, each situation, and each particular learning goal. This is not helpful in suggesting areas for faculty improvement, yet it is certainly antithetical to the concept that embracing the 4-S's will lead to improved instruction.

In contrast to Sinclair, Peterson and Walberg trace the history of the development of understanding of what constitutes effective teaching. They point out that research of the 1930's looked at teacher traits, such as style and showmanship, and that these followed a focus on "teacher method," as a means to isolate effectiveness. These studies found that both traits and methods were unrelated, in a systematic or consistent way, to teacher effectiveness.

The presently held view of contemporary researchers is that teacher effectiveness is a complex interaction of "what the teacher does (produces)" and "teacher effectiveness (product - what the student learns)."

Peterson and Walberg go on to synthesize contemporary thinking by suggesting that there are more generalized "teaching styles" or "dimensions of classroom climate" that have stability over times and that show the most promise for looking at teacher effectiveness.

Within this framework, the review by Travers suggestions that certain broad variables like subject matter may be greater determinants of what will or will not work than are teacher traits or teacher methods alone. This type of instruction -- lecture, discussion, small group, computer assisted -- is seen to have some bearing on student learning; but again in some cases there appear to be no effects.

The literature is rich in providing a plethora of ideas for discussion. The role of students in evaluating instructional effectiveness is a source of heated controversy on some campuses. Direct classroom observation systems have become popular since the 1960's. And there are other broad areas that have been examined in detail.

This writer's purpose has been to expand the concept of fundamentals from the four S's to include knowledge and appreciation of many skills and several frameworks for viewing and practicing the art of teaching. College teachers would be well served knowing and testing the four S's and also the four P's, the four T's and whatever other catchy categories seem to work for us as individuals. And finally, it would seem that it is imperative for all of us who teach to maintain our belief in hunches by testing them out either experimentally or at least by looking at the research literature, of which there is an abundance.

Dr. Fred C. Feitler
Assistant Professor, Secondary Education
Youngstown State University
Youngstown, OH 44555

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Submission deadline for the next JOURNAL is July 17.

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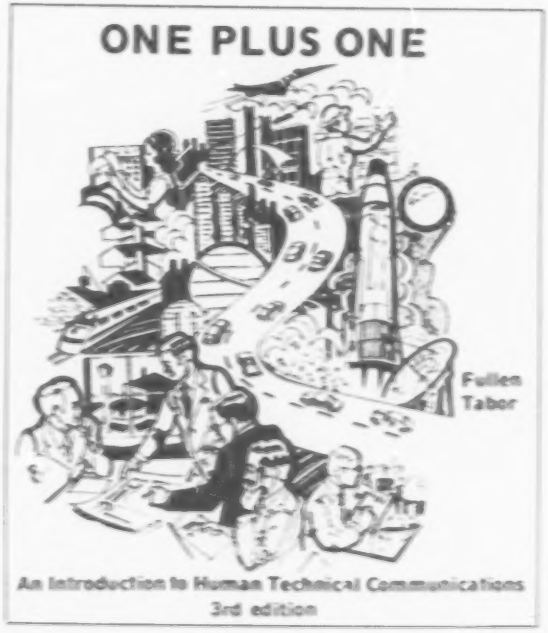

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